DOCUMENT RESUME

ED 337 900 EA 023 427

TITLE Quality, Equity, Accountability: Long-Range Plan for Public Education, 1991-1995.
INSTITUTION Texas State Board of Education, Austin.
PUB DATE 91
NOTE 110p.
PUB TYPE Guides - Non-Classroom Use (055) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Accountability; Curriculum Development; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; Evaluation Methods; Evaluation Research; *Long Range Planning; *Public Schools; Research and Development; School Business Relationship; *School Organization
IDENTIFIERS *Texas

ABSTRACT

In 1989, the Texas State Board of Education undertook the responsibility for developing a 4-year plan and for establishing a vision for education that extends into the next century. This document contains the goals for education established by the 71st Texas legislature. The mission of public education in Texas is for it to be characterized by quality, equity, and accountability. Policymakers envision a state whose first priority is children. To meet the challenges, the board established nine general goals. These fall under the headings of student learning, curriculum and programs, personnel, organization and management, finance, parent responsibility, community and business partnerships, research development and evaluation, and communications. A review of the social and economic conditions of Texas precedes a statistical analysis. For each general goal, specific legislatuve and state goals are listed. An outline describes the action steps to be taken to meet these goals and objectives at the state, regional, and local levels. Procedures for evaluation that form a critical yardstick of achievement in measuring performance are identified. Finally the national goals for education, how the plan was developed, and a compliance statement are given. Several bar graphs are included. (RR)

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Quality, Equity, Accountability:

Long-Range Plan for Public Education 1991-1995

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Texas Education Agency
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Quality, Equity, Accountability:

Long-Range Plan for Public Education, 1991-1995
Texas State Board of Education

State Board Of Education

1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9007

Carolyn Honea Crawford, Ph.D.
Chairman
Beaumont District 7

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Vice Chairman
Commerce District 9

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San Antonio District 5

Esteban Sosa
San Antonio District 3

Thomas E. Anderson, Jr., Ph.D.
Interim Commissioner of Education
(512) 463 8985

March 1991

TO MEMBERS OF THE LEGISLATURE AND CITIZENS OF TEXAS:

When the State Board of Education assumed office in January 1989, members undertook the responsibility for developing a four-year plan and for establishing a vision for education that would extend past the decade into the next century.

In overseeing the development of this *Long-Range Plan for Public Education* for 1991-1995, the State Board of Education forged new approaches. These rely on:

- expanding the ability of teachers and other local personnel who work directly with students to make decisions,
- encouraging schools to develop innovative programs that prepare *all* of Texas' students for work and learning after school, and
- urging parents, communities, other public agencies, and the private sector to share responsibility for nurturing Texas' future citizens, workers, and leaders.

Quality, Equity, Accountability: Texas State Board of Education Long-Range Plan for Public Education, 1991-1995, mandated by Texas Education Code §11.26(b), contains the goals for education established by the 71st Texas Legislature.

On behalf of the State Board of Education, I commend to you this *Long-Range Plan*.

Respectfully submitted,

Carolyn Honea Crawford, Chairman
State Board of Education

Members of the Texas State Board of Education

A.M. (Bob) Aikin
Commerce, District 9

Raymond A. Alexander*
Houston, District 4

Mary Helen Berlanga
Corpus Christi, District 2

Jack Christie, D.C.*
Houston, District 6

Emmett J. Conrad, M.D.*
Dallas, District 13
Chairman, Committee on Long-Range Planning

Carolyn Honea Crawford, Ph.D.*
Chairman, State Board of Education
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Robert (Bob) Cummings*
(1989-90)
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Wichita Falls, District 14

Geraldine Miller
Dallas, District 12

Jane Nelson*
Double Oak, District 11

Rene Nuñez
El Paso, District 1

Mary Knotts Perkins*
Lufkin, District 8

John H. Shields*
San Antonio, District 5

Esteban Sosa
San Antonio, District 3

* Denotes members of Committee on Long-Range Planning

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Preface

ANYONE WHO CARES about the economic prosperity and social well-being of Texas cares about public education. Texans have always held their schools in high regard, but in recent years momentum has been growing to make education the state's first priority.

As we proceed into the nineties, we have an unprecedented opportunity to make giant strides in improving our schools. This *Long-Range Plan* indicates the needs, proposes actions, and offers a yardstick for measuring results. It represents the best thinking of hundreds of parents, teachers, principals, employers, and community leaders throughout the state.

In our view, three issues confront us: quality, equity, and accountability. Quality refers to how well our schools equip our children with the skills and knowledge they need to compete and cooperate with their counterparts around the globe. Equity proposes that every Texas child should have a fair chance at the schoolhouse door. Accountability asks whether we are getting our money's worth. The schools cannot be alone in grappling with these issues. We need the cooperation, ideas, and resources of parents, businesses, government agencies, and community organizations.

As we move forward in achieving quality, equity, and accountability in public education, we are reminded of the words of Glenn T. Seaborg, Nobel Laureate in chemistry: *"Excellence costs, but in the long run, mediocrity costs far more."*

Emmett J. Conrad, M.D.
Chairman, Committee on Long-Range Planning
Texas State Board of Education

Mission of Public Education in Texas

TEXAS IS MOVING toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state shares responsibility with families for preparing young Texans to live and work in this changing future.

All students need to be literate. They need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of reading, English language arts, mathematics, science, foreign language, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Students will be provided the opportunity to develop vocational skills and to apply knowledge to life situations.

The chief responsibility of the education system, working in concert with parents, business, and the public, is to provide instruction and related support to school-aged children. Schools will also be centers where learners of all ages can acquire a variety of academic, vocational, and parenting skills so that Texans can better serve their communities, enhance their local and state economies, and prepare their children for formal education. In cooperation with the private sector and community colleges and other public institutions, services are encouraged for all learners from infancy to adulthood.

Educating our children and adults to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability.

Instruction must be provided at the highest levels of **quality.**

- Educational opportunities and resources must be distributed with **equity** for all students.

- The educational system must maintain **accountability** for demonstrated results and continuous improvement.

Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

The Vision

THE STATE BOARD OF EDUCATION of Texas envisions a state whose first priority is its children. The vision of this Board of Education, therefore, is limited neither to schools as they currently exist nor to education.

The society in which Texas' children develop into Texas' leaders must provide enrichment and nourishment for their minds and bodies, high expectations for their future potential, and recognition of their current demands. Such a society will ensure that infant and child care are secure and attentive and that parents have the resources to meet their children's intellectual, physical, and social needs.

Texas schools will welcome children who, because of their experiences prior to entering school, are ready to learn. They will provide programs to parents who need literacy, job training, and parenting skills. They will be located on campuses, community centers, and job sites. They will be equipped with the technology that promotes effective learning and efficient management.

The public education system will take the lead in ensuring coordination and provision of the services that children and their families need in order for children to succeed in school. Schools will not succeed, however, if they act alone. Attaining this vision demands the concerted and coordinated dedication not only of educators but also of all of those who interact with children and who share responsibility for their growth and welfare. These include parents, teachers, and other direct care providers, members of the health care, human services, and judicial and legal systems at the local, state, and federal levels, as well as neighbors, employers, and other community and business members.

This theme of mutual effort on behalf of children pervades this *Long-Range Plan*. Public education is responsible—and will be held accountable—for providing the multiple appropriate instructional environments, effective materials, qualified staff, and suitable facilities that yield student achievement. The State Board of Education recognizes, however, that too many children enter school less

ready to learn and less healthy than their peers. Too many children suffer from deprivation and low expectations which jeopardize their ability to achieve. The need for common effort is great.

With this effort, the Texas public education system will be one in which:

- Schools vary widely in practice, site, and curriculum delivery in response to the needs of their students.

- Teachers have the responsibility, training, and the resources to guide developmentally appropriate instruction efficiently.

- Performance, rather than process, determines advancement.

- Performance and socioeconomic status are unrelated.

- Adults can enhance their job and life skills.

The future of Texas—social, economic, and environmental—depends upon the quality of its educational system. The quality of our lives and that of our children requires the strongest possible commitment to this future. The State Board of Education rallies all Texans to join in being advocates on behalf of our children.

Executive Summary

TEXAS HAS MADE IMPORTANT PROGRESS in improving public education in recent years, including increasing revenues, strengthening the state curriculum, improving tests that assess students' skills, and raising teacher salaries. At the same time, however, Texas faces enormous challenges. Since education lays the foundation for economic prosperity and social well-being, Texas schools must equip children with high levels of knowledge and skills needed to compete and cooperate globally in the 21st century. Schools must hire superior teachers, furnish science laboratories, and make other improvements; yet many districts cannot raise enough local revenue even at high tax rates. Furthermore, for schools to do their job, children must come ready to learn; however, too many of them live amid poverty, illiteracy, poor health care, alcohol and drug abuse, and violence.

To meet the challenges, the State Board of Education has developed a long-range plan for 1991-1995. The plan outlines nine goals, each with action steps to be taken at state, regional, and local levels. Inherent in the steps is a belief that all students can learn. Learning occurs when teachers and parents have high expectations for all children, regardless of their socioeconomic status or learning style. Schools should take the lead in ensuring that children and families have the services they need to succeed in school. However, schools cannot act alone. They must have the cooperation of public and private agencies that provide health care, mental health services, literacy and job training, child care, law enforcement, and social work services. Schools must also have the active support of families, business leaders, government officials, and private citizens. The *Long-Range Plan* offers practical, realistic steps for achieving academic excellence. The State Board of Education rallies all Texans to become advocates for children.

GOAL 1
STUDENT LEARNING

All students will achieve their full educational potential.

State-level actions should eliminate policies that hinder student success, implement a plan for reducing the dropout rate, develop statewide strategies for improving students' literacy skills, and coordinate education with health and social services statewide.

Districts and schools should raise the achievement level of disadvantaged students to that of other students, work with the community to reduce the dropout rate, install foreign language programs in elementary and middle schools, provide parenting and early childhood education programs, and provide or help families find health care and social services.

GOAL 2
CURRICULUM AND PROGRAMS

A well-balanced and appropriate curriculum will be provided to all students.

State-level actions should strengthen the state curriculum, provide incentives for schools to instruct students in nontraditional ways, promote programs to help slower learners, and revise policies and programs for students with special needs.

Districts and schools should offer a curriculum that exceeds the essential elements and promotes higher order thinking skills, provide bilingual and migrant education services, instruct handicapped students in the least restrictive environment, adapt instruction to students' needs, explore and implement year-round education, and expand the use of technology-based curriculum.

GOAL 3
PERSONNEL

Qualified and effective personnel will be attracted and retained.

State-level actions should hold high standards for teachers and administrators, increase teacher salaries and career ladder funding, provide uniform health benefits to all school personnel, strengthen teacher education programs, and increase recruitment.

Districts and schools should develop comprehensive induction programs for beginning teachers, expand staff development, ensure security and enhance the working environment, and encourage talented high school students to enter the teaching profession.

Regional Education Service Centers should provide comprehensive technical assistance and training to teachers and administrators in all areas including early childhood education, science, literacy, and school-based decision making.

GOAL 4
ORGANIZATION AND MANAGEMENT

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

State-level actions should provide leadership to the educational process statewide, coordinate state policies, increase local authority for making decisions, provide incentives for districts that greatly improve student performance, and accredit schools based on performance.

Districts and schools should involve staff and parents in decision making, identify rules that hinder student achievement and provide alternative programs, expand training of school board members, and use innovative strategies to encourage efficiency.

GOAL 5
FINANCE

The financing of public education will be adequate, equitable, and efficient.

State-level actions should provide funding to ensure that all students in all districts receive an adequate education, building a foundation so all students will have access to a quality education based on local tax effort. State-level actions should also finance programs for students with varying educational needs, provide funding for facilities, and manage the Permanent School Fund for the benefit of public education.

Districts and schools should focus budgetary allocations on instruction, coordinate funding from multiple sources, and operate efficient programs that meet students' needs.

GOAL 6
PARENT RESPONSIBILITY

Parents will be full partners in the education of their children.

State-level actions should coordinate state services for parenting training, early childhood education, and family literacy.

Districts and schools should increase communication between parents and schools, involve parents in school decision making, encourage under-educated parents to take part in literacy programs, and provide or help families find after-school and summer child care.

GOAL 7
COMMUNITY AND BUSINESS PARTNERSHIPS

Businesses and other members of the community will be partners in the improvement of schools.

State-level actions should encourage extensive partnerships with the private sector and community organizations, develop model programs to encourage business people and others to serve as mentors for students and improve adult and community education programs.

Districts and schools should establish partnerships with community organizations and businesses, expand the use of volunteers and private-sector experts, provide adult literacy and other programs for lifelong learning, and offer school facilities for community education programs.

GOAL 8
RESEARCH, DEVELOPMENT, AND EVALUATION

Instruction and administration will be improved through research that identifies creative and effective methods.

State-level actions should identify and investigate critical issues for research, support innovative programs to determine the most cost-effective ways of achieving results, develop and evaluate statewide educational technology systems, and establish multiple measures of student learning and school effectiveness.

Districts and schools should develop innovative programs and integrate technology throughout instruction and management.

GOAL 9
COMMUNICATIONS

Communications among all public education interests will be consistent, timely, and effective.

State-level actions should disseminate information about statewide educational needs and accomplishments to the public, expand telecommunications systems, and select for recognition districts or schools that display outstanding achievement.

Districts and schools should disseminate information on local educational needs and progress to the community, acquire and use telecommunications systems, and recognize achievement and contributions by students, staff, administrators, parents, and businesses.

Striving Toward Excellence: *Condition of Education*

IN AN INFORMATION AGE, knowledge drives the world. The knowledge that earlier generations of Texans gained from their schooling will not suffice for those who live and work in the 21st century. The future workers and entrepreneurs of Texas must have the ability to think critically, deal with complex electronic technologies, and communicate intelligently with people across the globe. All Texans, not merely a majority, must be able to adapt to changing conditions and learn new skills throughout their lives. Texans need these same abilities to participate fully in a democracy and lead rich and rewarding lives.

To equip its young people with improved knowledge and skills, Texas has taken important steps during the 1980s, including:

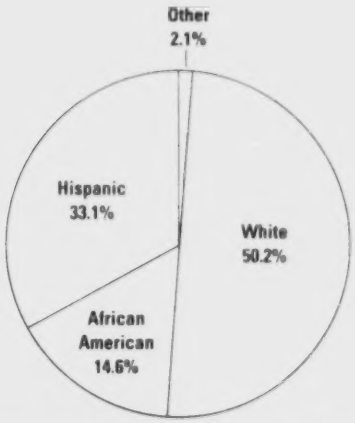
- nearly doubled the total revenues for education to more than $14 billion, of which $6 billion comes from state funds;
- implemented a comprehensive statewide curriculum and specified essential elements children must learn;
- improved tests that assess students' reading, writing, and mathematics skills;
- limited class size to 22 students for children through the fourth grade;
- expanded programs for students with special needs including students with handicaps, migrant students, students with limited English proficiency, students with reading disabilities, and gifted students;
- nearly doubled average teacher salaries and set up a career ladder to reward training, experience, and performance;
- revamped teacher training programs, guaranteeing that new teachers know their subject area;
- created alternative certification methods for college graduates interested in becoming teachers, increasing the number of minority teachers;
- created prekindergarten programs for disadvantaged four-year-olds;
- instituted programs to prevent students from leaving school before graduation.

The list goes on.

In the 1990s Texas must continue striving toward excellence in education. At the same time, Texas faces enormous economic and social challenges. Educators realize that learning begins, not at age five in a school, but in infancy in the home. When one of five Texas children lives in poverty and one of three Texas babies receives inadequate prenatal care, their needs become painfully evident in the classroom. Educators also know that children cannot leave social and economic problems at home. When parents are illiterate, speak little or no English, abuse alcohol and drugs, or use violence, children come to school at a disadvantage in their ability to learn.

POPULATION AND ECONOMIC CONDITIONS

The minority population in Texas has grown significantly in recent years. Today Whites comprise barely half the students in Texas schools. Moreover, the Hispanic enrollment rate is increasing twice as fast as the White rate, and Hispanics will account for half the projected increase in students during the 1990s.

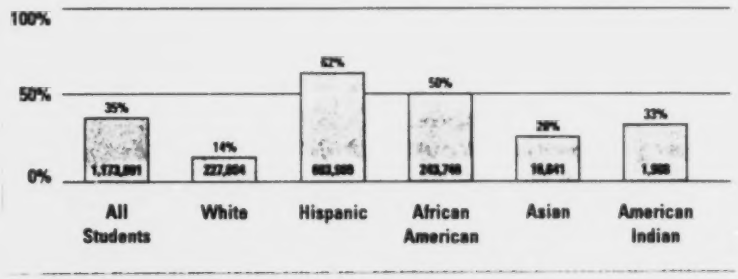


Enrollment in Texas Schools
Percent of students by race/ethnicity, 1989-90

The growing proportion of minority students appears alongside an increasing rate of poverty. The poverty rate among Texas children rose from 19 percent in 1980 to 23 percent in 1987. In the schools poverty translates directly into eligibility for the federal school lunch program. In 1989-90 Texas schools gave free or reduced-price lunches to one of every three students.

Indication of Poverty Among All Students
Percent of all students receiving free or reduced-priced lunches in Texas schools, 1989-90

Poverty tends to concentrate among minority groups, as shown by the high proportions of minority students receiving free or reduced-price lunches.



Indication of Poverty by Race/Ethnicity
Percent of students receiving free or reduced-price lunches, 1989-90

FUTURE JOBS

Farming and the oil industry have provided abundant jobs to thousands of Texas workers in the past. But technological advances and global economic events have changed job prospects for future workers. Agricultural jobs dropped 26 percent between 1982 and 1987, and they will probably continue to decline in the years ahead. Jobs in oil, gas and other mining areas have also decreased.

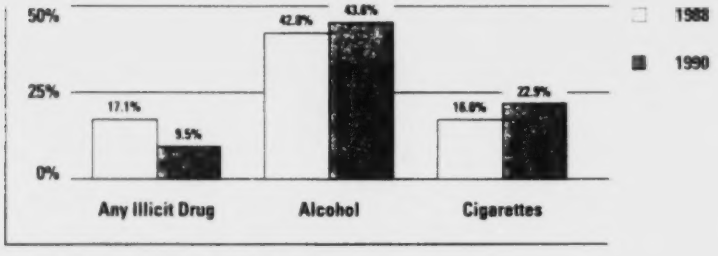
However, jobs in the service sector, *i.e.*, clerks, secretaries, accountants, stock brokers, bankers, lawyers, insurance agents, government employees, technicians, computer programmers, as well as teachers, will expand by more than 22 percent by the turn of the century. Experts predict that new jobs in the year 2000 will require a work force in which the median level of education is 13.5 years of school. In other words, workers will require a high school education plus a year or two of college or technical training.

The under-educated will not be able to find jobs in the economy of the 21st century.

SOCIAL ENVIRONMENT

Before young people can take their places in the work force, they must complete their education. Finishing school has become increasingly difficult, given an environment that often seems to abound in drugs, violence, and casual sexual activity.

Fortunately, the use of illicit drugs such as marijuana and cocaine declined among Texas high school students between 1988 and 1990. Unfortunately, students increased the use of alcohol and cigarettes. In fact, 10 percent of students in the seventh through twelfth grades said they "went to class drunk" at least once during the school year.



Use of Controlled Substances
Percent of Texas students in grades 7-12 reporting use of selected substances in the past month, 1988 and 1990

Alcohol use not only affects students' academic performance and behavior but also creates the risk of addiction and death. Nearly one-third of Texas high school seniors said they "drove drunk" at least once during the year, a fact which helps explain why motor vehicle accidents form the number one cause of death among Texas young people.

After motor vehicle accidents, the next leading causes of death among young people are homicide and suicide. In 1989 more than 920 young people aged 15 to 24, primarily males, died as a result of homicide or suicide in Texas. Although medical science has virtually eliminated the threat of polio and other diseases in childhood, children face grave risks from emotional and behavior problems in adolescence.

Police agencies report an increasing number of Texas children involved in crime, including traffic offenses, vandalism, drug possession, and running away from home. The number of juveniles (children 10 through 16 years old) arrested in Texas has risen from nearly 87,000 in 1982 to more than 108,000 in 1989. Typically, juveniles commit property offenses, but violent crime among juveniles is growing. Juvenile arrests account for 12 percent of all arrests in Texas.

Authorities estimate that by age 17 half of both boys and girls are sexually active. Early and irresponsible sexual activity can contribute to the spread of diseases, such as AIDS, and can result in unwanted pregnancies. In 1989 more than 1,100 babies were born in Texas to girls who had not yet reached their fifteenth birthdays. These children will start elementary school the year after their mothers would normally be expected to finish high school.

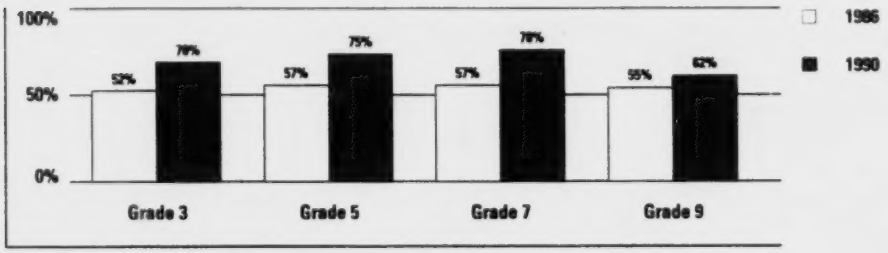
Schools bear the brunt of these social and economic changes, says Denis P. Doyle, senior research fellow at the Hudson Institute, "because they are the most important institution and influence—after the family—in the lives of children." As family values weaken, schools become the focus of attention "because we can do something with them and about them."

GOAL 1
STUDENT LEARNING

"The only way we are going to get people from the sidelines of technological illiteracy to the mainstream of technological competence is education.... What we're focusing on here is more than just the interesting economic statistics of the country; we're talking about its guts."

Henry Cisneros, former mayor, City of San Antonio

Education has always been part of the American dream. Education allows the immigrant, the farm worker, the inner city dweller to climb from the bottom of the economic ladder to the top. During the 1980s, Texas students made important gains in academic achievement.



Gains in Minimum Skills
Percent of Texas students passing all TEAMS tests, 1986 and 1990

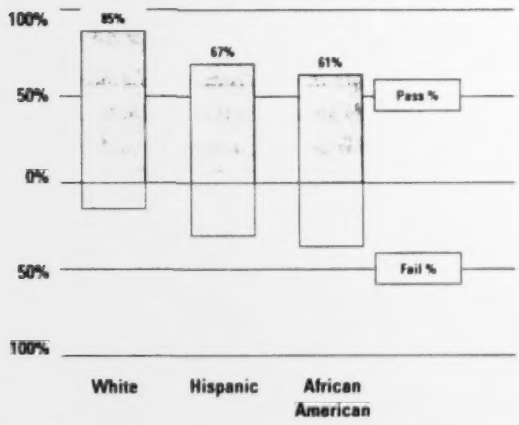
BASIC SKILLS TEST

Each year between 1986 and 1990, all third, fifth, seventh, ninth, and eleventh graders in Texas took the Texas Educational Assessment of Minimum Skills (TEAMS) tests. According to test results, roughly three out of four school children in Texas know how to read, write, and perform mathematical calculations at a minimum level.

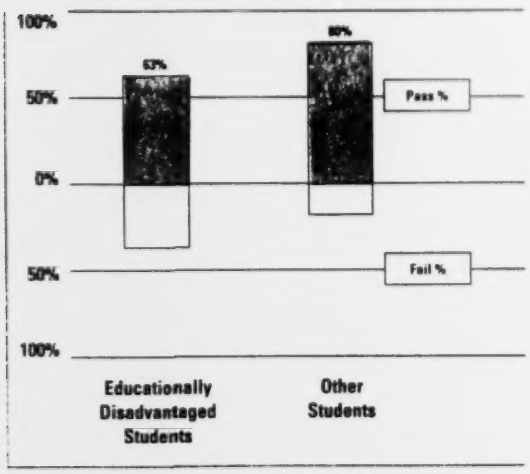
However, even though the passing rate for TEAMS has improved, significant numbers of students do not pass. For example:

- 23 percent of Texas high school juniors, *i.e.*, 42,000 students or roughly the population of Temple, Texas, cannot expect to enter college or succeed in a job that requires minimal literacy and computation; and
- 38 percent of Texas ninth graders, *i.e.*, 88,000 students, cannot read, write, or perform the mathematical calculations necessary for high school work.

A further breakdown of test results shows that students least likely to pass the TEAMS test have come from minority and low-income groups.



TEAMS Pass Rate by Race/Ethnicity
Percent of students passing exit-level TEAMS test, 1990



TEAMS Pass Rate by Income Status
Percent of students passing exit-level TEAMS test, 1990

These shortfalls may worsen in 1990-91 when Texas replaces the TEAMS with the Texas Assessment of Academic Skills (TAAS) tests. These new tests measure reading, writing, and mathematics at a more rigorous level and, beginning in the 1992-93 school year, will also assess science and social studies knowledge.

COLLEGE ENTRANCE EXAMINATIONS

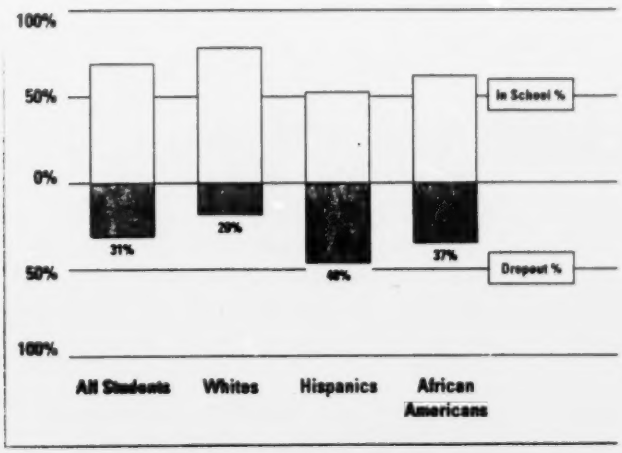
Despite slight improvement in recent years, Texas students fall behind their peers in other states on college entrance examinations. In 1989 on the Scholastic Aptitude Test (SAT) Texas students scored 12 points below the national average on the verbal test and 14 points below on the mathematics test.

Minority students overall do not perform as well as Whites. On SAT tests taken in 1989, African American students scored an average of 190 total points below White students, and Hispanic students scored roughly 120 total points below Whites.

DROPOUTS

Every day in Texas, nearly 225 students, *i.e.*, about three bus loads, leave school and never return. In the 1988-89 school year alone, students dropping out of school numbered 82,000 in the seventh through twelfth grades.

In one recent four-year period, 31 percent of all students in the seventh through twelfth grades left school before graduation. Hispanics had the highest dropout rate: Almost one of every two Hispanic high school students left school without earning a diploma.



Dropout Rate Among Texas High School Students
Percent of Texas high school students leaving school without graduating, 1985-86 to 1988-89

Dropping out can have disastrous consequences. Most dropouts will earn only marginal wages, and many will remain unemployed or apply for welfare. Each year's group of dropouts, regardless of racial and ethnic group, costs Texas nearly $17 billion in lost earnings and tax revenues.

Prevention efforts must begin long before students enter high school. Studies show that children who participate in high quality early childhood programs score higher on tests and stay in school longer than those without the benefit of such experiences. They also have fewer teen pregnancies, fewer arrests, and higher employment rates.

The cost to the taxpayer of such programs ultimately saves from three to six times the original investment. "If there is one thing we have learned about education," says Harold Hodgkinson, director of the Institute for Educational Leadership, "it is that it is easier and cheaper to start kids out successfully in the education system and keep them at grade level than it is to catch up with remedial programs for tenth graders."

GOAL 2
CURRICULUM AND PROGRAMS

"After the Industrial Revolution, factories needed people who could read, write, and do a little arithmetic, but most of all follow orders. Today, we need people who can think for themselves."

Gerald Celente, director, Socio-Economic Research Institute of America

Texas schools offer more than 500 courses in the areas of English, mathematics, science, history, foreign languages, art, and music.

In addition to standard courses, the schools offer an assortment of programs that fit different learning needs. Enrollment figures appear below.

- Special education programs - 412,000 students. These children range in age from birth to 21 and include slower learners (children whose IQ falls into the 70-89 range), emotionally disturbed children, and handicapped children.
- Prekindergarten programs for four-year-olds - 63,000 students. These children come from poor or non-English-speaking families; they attend free half-day kindergarten so they can be more prepared for regular kindergarten and start school successfully.
- Programs for children with limited English-speaking ability - 160,000 students. Children who enter Texas public schools may

speak one of more than 50 languages, including Spanish, Vietnamese, Korean, or Thai, to mention a few.

Remediation and other services through federally funded programs - 372,000 students, usually low achievers. Another 58,000 students take part in similar programs for migrant children.

Gifted programs - 164,000 students. These students show high intellectual ability, creative thinking, or exceptional artistic talent.

- Vocational education programs such as auto mechanics, plumbing, and computer programming - 615,000 students.

Despite the wide range of courses and programs, not all students have access to them. For example, in 1985-87:

- More than half the districts in the state showed no enrollment in at least one of the English courses that districts are required to offer, and one-fifth showed no enrollment in required mathematics courses.
- Districts with fewer than 1,600 students offered only slightly more than half the number of courses that larger districts offer. These courses include foreign languages such as German as well as specialized science courses such as astronomy and geology.
- In reaching out to enroll migrant students, the schools miss a number of eligible individuals. In many cases, schools need to strengthen their outreach efforts.

LITERACY AND CITIZENSHIP

A good education forms the cornerstone of a strong economy. However, an estimated one-third of adult Texans have not graduated from high school and, according to the Texas Literacy Council, are not literate enough to be productive workers. As low-paid or unemployed people, they not only suffer from economic hardships but also create hardships by paying little or no taxes.

In a free society, people must be educated so they can inform themselves about the issues and form opinions. Yet, only 67 percent of eligible Texans register to vote. Of those registered, fewer than 65 percent go to the polls for most statewide elections. In fact, in one survey of young people 15 to 24 years old, only 12 percent said they believe voting is a critical part of citizenship. What does this attitude say about the future of a republic?

A good education also helps people lead rich and rewarding lives. Too many Texans today lead unhealthy lifestyles. They smoke, do not exercise enough, and eat foods high in fat and calories. Such

habits can lead to illness, job absenteeism, unemployment, high insurance costs, and early death.

The current curriculum does not adequately equip all young people with the literacy and conceptual skills employers need, the citizenship skills necessary to preserve a free society, and the self-esteem and self-responsibility essential to a healthy lifestyle. Furthermore, in offering the curriculum, the schools remain little changed from a century ago when schools were modeled after factories, *i.e.*, children often sit in rows and listen to teacher lectures. Many schools still end the day in mid-afternoon without regard for the high percentage of parents who work outside the home. Most schools close during the summer, reflecting the old agrarian calendar, despite a shift to an industrialized economy. The world has changed, and Texas schools must change with it.

GOAL 3
PERSONNEL

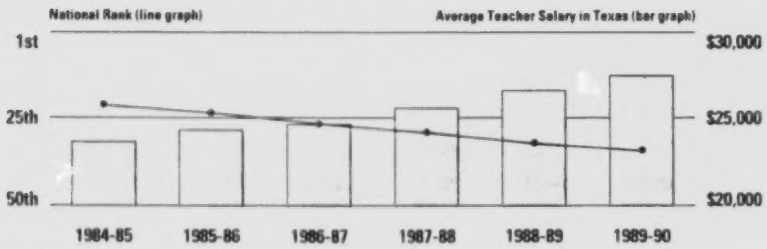
"We consider effective teaching a vital link in the reform process. The reason is clear: Without good teaching, other reform efforts—school redesign, curriculum reform—are largely irrelevant."

Charles DeRiemer, executive director, Southwestern Bell Foundation

Public schools in Texas employ 375,000 people. Of those, slightly more than four percent work as administrators. Nearly 62 percent serve as professional staff, including teachers, librarians, counselors, and nurses. The remaining staff consist of cooks, secretaries, bus drivers, and other workers.

Teachers represent 85 percent of professional staff. Too often, however, they work in unprofessional conditions. They may carry a heavy work load, teach in decaying buildings, and face threats to their physical security. At the same time, they often receive minimal pay and benefits. For example:

- In the five years between the 1984-85 and 1989-90 school years, the average teacher salary in Texas increased nearly seven percent. However, inflation during this period rose twice as fast, 14 percent.
- Texas dropped from 21st to 32nd place in the nation in average teacher salaries from 1984-85 to 1989-90.



Texas Ranking by Average Teacher Salary
Although Texas average teacher salary has risen, Texas ranking among states has declined, 1984-85 to 1989-90

- Average teacher salaries ranged widely across the state, from $18,640 to $34,078 in 1989-90.
- Benefits packages range across the state from slightly more than $200 to $3,500 a year for a full-time employee.
- School districts with low property values spend nearly $1,000 less on each teacher for benefits than do wealthy districts.

Professionals generally exercise a high level of decision making in their work. Teachers, however, often feel bound by rules and policies over which they have no control. Furthermore, they must complete scores of forms and records, yet they have little or no secretarial support. In a 1988 survey, 61 percent of Texas teachers said their paperwork burdens had increased, compared with 52 percent of teachers nationwide who felt the same way.

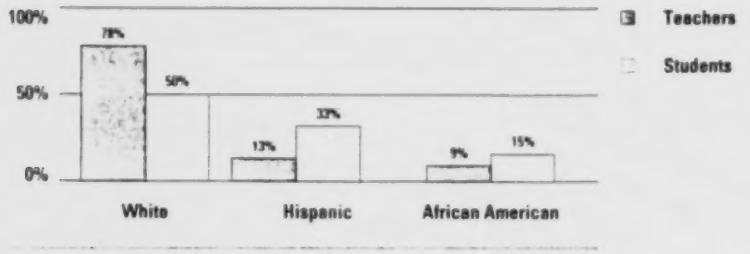
RECRUITMENT CHALLENGES

Given these salaries and working conditions, schools often have difficulty attracting qualified teachers in critical shortage areas such as mathematics and science. The number of beginning teachers in Texas grew by more than 11,000 between 1988 and 1989, but schools cannot always hire the kinds of teachers they need.

When unable to find a teacher with the appropriate certification or specialization, a district may obtain a permit to hire an individual temporarily, usually for a year or two. For example, a district may obtain an *emergency permit* to hire a person to teach high school biology as long as the person has a bachelor's degree and 24 semester hours of biology. Or the district may obtain other kinds of permits to enable certified teachers to work in areas in which they lack a sufficient number of semester hours. Although permits offer schools flexibility in coping with an insufficient supply of qualified candidates as well as unexpected enrollment fluctuations and sudden resignations, the immoderate use of permits raises questions about the quality of teaching staff. In 1989-90 approximately

9,600 staff, nearly five percent of all Texas teachers, held a permit to teach. Furthermore, in 25 percent of Texas school districts, at least 10 percent of the teachers held permits because they were not fully certified.

In addition to shortages of teachers in critical subjects, Texas does not have enough minority teachers. For minority youngsters to succeed in school, they need role models from their own race or ethnic group. White children, too, need a portion of their instruction from minority teachers so they can form a realistic view of the world. Yet, nearly four out of five teachers in Texas are White.



Preponderance of White Teachers
Percent of teachers compared to students by race/ethnicity in Texas schools, 1988-89

The predominance of White teachers shows no sign of abating among teachers entering the profession. In 1988-89, for example, nearly 86 percent of beginning teachers were White, compared with less than 10 percent Hispanic and two percent African American. However, Texas has developed an alternative teacher certification route that shows promise of recruiting more minority teachers. Under this method, college graduates undergo concentrated training and serve an internship under a master teacher. In 1989-90 half of the teacher interns came from minority groups.

Women teachers outnumber men teachers by more than three to one. Even though women have made advances into associate principal and principal positions, men comprise more than 60 percent of administrators and 96 percent of superintendents.

Excellent schooling requires excellent teachers and administrators. As stated in *Investing in Our Children: Business and the Public Schools*, published by the national Committee for Economic Development, "It is traditional wisdom in the business world that a corporation is only as good as the people it employs. Similarly, our schools can be no better than the teachers who staff them."

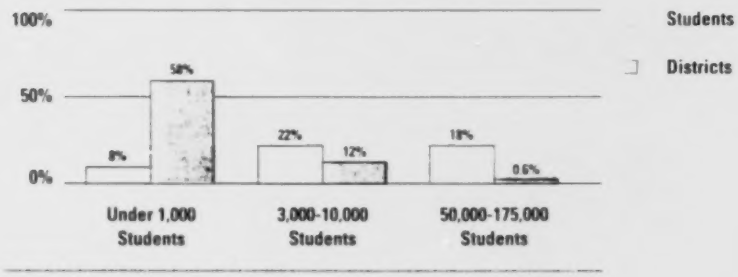
GOAL 4
ORGANIZATION AND MANAGEMENT

"The only way we're going to improve our schools—and therefore our country—is one student at a time, one school at a time, and one school system at a time."

John F. Akers, chief executive officer, IBM

Texas public schools form a large, complex, and often cumbersome system. Every day the schools open their doors to 3.3 million students, roughly the number of people living in the combined Houston and Austin metropolitan areas.

Diversity makes management difficult. The 1,060 school districts range in size from fewer than 20 students to more than 174,000. In fact, six large districts enroll 15 percent of all the students in the state. On the other hand, two-fifths of the state's smallest districts serve only three percent of all students in Texas.



Disparity in Size of Districts
Percent of students and districts by smallest, middle, and largest district groupings, 1988-89

By far, most Texas students attend school in an urban or suburban setting. Only about one-fifth of Texas students attend school in a rural or nonmetropolitan district.

Just as districts vary in the size of their student populations, they also vary in the size of their budgets. Yearly operating expenditures range from $35,000 in a small district to more than $675 million in a large district. Consequently, districts spend money quite differently. For example, 50 small districts spend nothing on campus administration (usually one-school districts having a superintendent but no principal), while the largest districts spend more than $40 million on this function.

For the state as a whole, school administration accounts for approximately five percent of all expenditures, district administration accounts for six percent, and physical plant costs account for ten percent. Instruction represents just over one-half of all funds spent statewide.

Diversity among districts also includes such factors as proximity to urban areas, median family income, property values, and proportions of minority populations, all of which affect students' backgrounds and learning needs. The diversity among and within districts casts doubt upon the wisdom of centralized management. Instead, educators believe public education must move toward greater local autonomy. Increasingly, the district and school will adopt a site-based management approach, perhaps using school-based decision-making councils comprised of administrators, teachers, other staff, and parents. Since school staff and parents know local needs and conditions, they need the opportunity to be involved in determining the paths set for their children. Furthermore, if local and state policies hinder student achievement, a school should request waivers from laws or regulations and develop options that better meet students' needs.

ROLES AND RESPONSIBILITIES

As the structure of the education system changes, roles and responsibilities will continue to evolve. Generally, however, the schools are responsible for student performance and will be held accountable through indicators such as student attendance, enrollment in required courses, dropouts, graduates, and test scores. The districts fulfill management and administrative obligations regarding budgets, data collection, and evaluation.

The 20 Regional Education Service Centers have responsibility for helping districts meet media, technology, staff development, data reporting, and other needs. The State Board of Education and the state education agency establish standards and performance expectations, set minimal rules to ensure that schools around the state adhere to standards, and obtain and provide the resources and support that districts and schools need to meet them. The Legislative Education Board and the Legislative Budget Board of the Texas Legislature have oversight responsibility.

GOAL 5
FINANCE

"If you think education is expensive, try ignorance."
Derek Bok, president, Harvard University

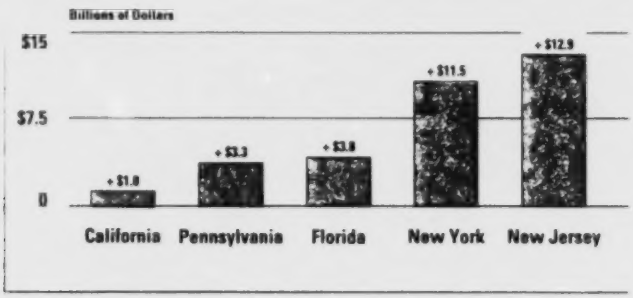
Schools cannot respond to the challenges of the 1990s and the 21st century if they lack the money to equip science laboratories, buy computers, or attract qualified teachers. As a top priority, Texas needs to establish a finance system that satisfies the standards of the Texas Supreme Court in *Edgewood v. Kirby,* a lawsuit that showed how drastic differences in local property values can lead to unequal

school funding. In other words, a child's opportunity to receive a quality education must not depend on the wealth of the district in which the family lives.

ADEQUACY OF FUNDING

Historically, many Texas schools have suffered from inadequate funding.

- As of the 1989-90 school year, Texas ranked 34th out of the 50 states and the District of Columbia in revenue per pupil.
- To reach the national average in per-pupil revenue in 1989-90, Texas would have needed an additional $2.2 billion. To reach per-pupil revenues of certain states, Texas would have needed even greater funding.



Additional Funds Needed
Per-pupil revenues required in Texas to reach per-pupil revenues in five states, 1989-90

Districts receive state funds through the Foundation School Program, the method the legislature uses to distribute funds to districts according to funding formulas and weights. This method assigns a per-pupil cost for a basic education for regular students; this per-pupil cost is known as the "basic allotment." In 1989-90 the basic allotment of $1,477 fell approximately $413 below the recommended accountable cost level.

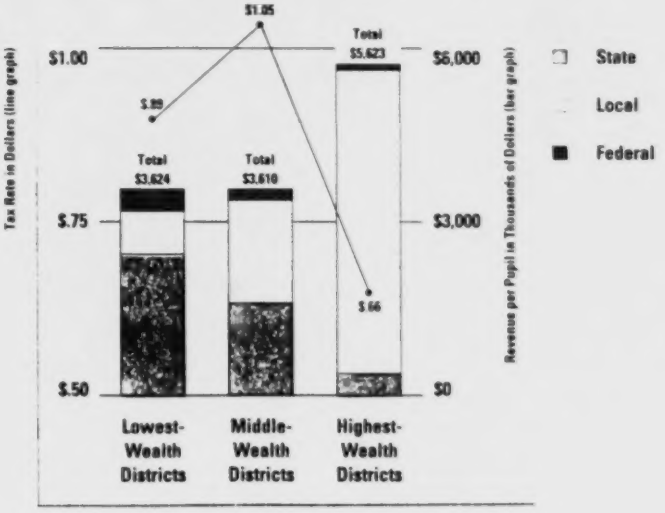
As a further indication of inadequate funding in the past, the basic allotment remained fixed at $1,350 between 1985-86 and 1988-89. As a result, school districts have had to use local funds to pay for most of the cost of implementing the state requirement to limit class size to 22 children (22:1) in kindergarten through fourth grade.

Senate Bill 1, passed by the 71st Texas Legislature in summer 1990, marked an important step toward providing adequate funding. For example, the basic allotment per weighted pupil increased from $1,477 to $1,910 in the school years before and after the bill's passage. By 1994-95 the basic allotment would increase to $2,128. Over five years, the legislation would add a minimum of $4 billion in state aid for eduation. By the fifth year, state aid would increase no less than $400—and possibly as much as $800—per student per year on the average. The state must continue to meet the growing need for adequate funding as it works to satisfy constitutional requirements for equity.

EQUITY IN FUNDING

On the average, schools receive about half of all their funds from local property taxes. However, since property values vary widely from district to district, the ability to raise local revenue also varies widely. For example, at the state average property tax rate in 1988-89, districts in the bottom five percent of property wealth could generate only $370 per pupil, compared to $5,313 in districts in the top five percent of property wealth.

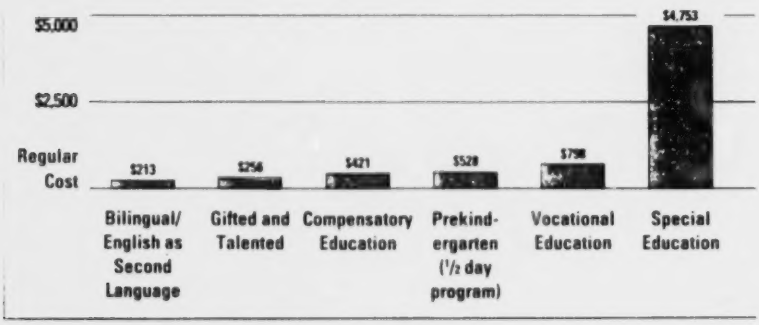
As a result, districts with low property values could adopt high tax rates and still find it difficult to pay for good schools, while wealthy districts could have relatively low tax rates and easily support their schools.



Inequity in Revenue Generating Ability
Average revenue per pupil compared with tax rates of lowest-, middle-, and highest-wealth districts, 1989-90

Averages aside, actual expenditures in 1988-89 ranged from $1,970 per pupil in some districts to $21,285 per pupil in other districts, a gap of $19,315.

On the surface, achieving equity would seem to be a matter of distributing dollars equally among students across the state. However, since students' educational needs vary widely, the cost of educating them also varies. Specifically, the cost of the regular education program in 1990-91 is $2,137 per pupil. However, special education requires an additional $4,753 per pupil, and vocational education, an extra $798. Other special populations also need additional funds.



Added Cost of Special Programs
Cost per pupil in excess of regular per-pupil cost of $2,137 in 1990-91

Equity, then, refers to equal access to resources according to students' educational needs. Any finance plan that does not take into account students' varying needs will ultimately fail the equity test. Nothing is more inherently unequal than the equal treatment of unequals.

FACILITIES

School facilities have long been a local responsibility. Local school districts must build, maintain, and pay for almost all parts of the school physical plant. Approximately 850 districts have a total of $6.9 billion in debt with annual payments of $95 million. Since districts depend on local resources to meet high capital expenditures, the wide differences in their revenue-generating capabilities again point to glaring inequities in resources available to schools.

GOAL 6
PARENT RESPONSIBILITY

"One of the chief predictors of young people's success...is their perception of their parents' image of them, not necessarily what parents believe about them but rather what they believe their parents believe about them."
Stephen Glenn, *Raising Self-Reliant Children in a Self-Indulgent World*, 1988

If children are to start school ready to learn, they must have a healthy, nurturing home life and responsible parents. Indeed, parents are a child's first and most compelling teachers. Parents who spend time reading to and playing with their children lay a foundation for later academic learning and school success.

Unfortunately, many Texas children lack a positive and nurturing home environment. For example:

Nearly one in five babies born in Texas each year has a single mother.
One third of babies born in Texas each year have late or no prenatal care.
More than 350,000 babies born each year in the United States are affected by cocaine.

WORKING PARENTS

Because of social and economic changes/developments over the past 25 years, many mothers have chosen to work outside the home. This change means that a declining percentage of preschool children spend their days at home with their parents, and fewer school-age children come home to parents after school.

- More than 54 percent of the labor force in Texas in 1987 were parents with children younger than 17.
- Forty-eight percent of mothers with children under age six and 63 percent of mothers with children aged six to 17 worked outside the home in 1980; this figure has undoubtedly risen since then.
- An estimated 30,000 Texas children younger than six care for themselves while their parents work.

FAMILY STRESS

Economic and social changes have created tremendous stresses for Texas families. Families move frequently to follow jobs and often find themselves isolated from grandparents and other extended family members who could provide care and support. Parents spend long hours working and commuting, leaving little quality time to spend with their children. A lack of role models and training in parenting skills leaves many parents frustrated in coping with family problems. Consequently, many families suffer violence and pain.

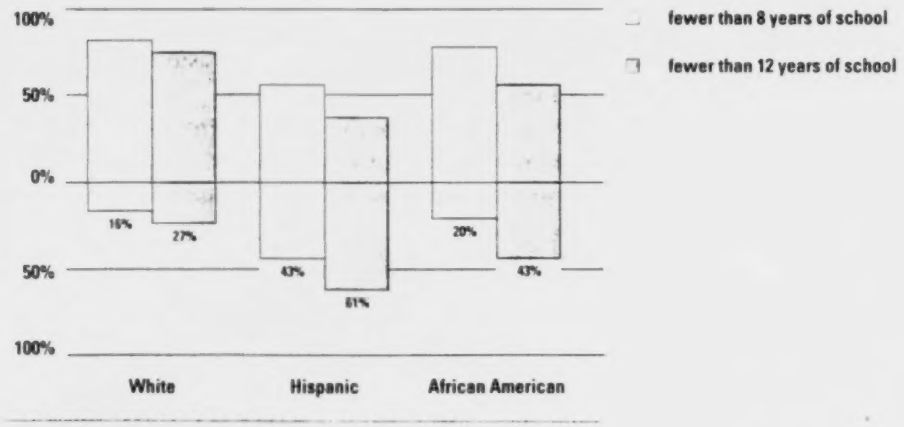
Roughly one of every four children in the classroom comes from a family affected by alcoholism.
More than 65,000 cases of child abuse are reported annually.
Children from more than 100,000 households ran away from home in 1985, and children from more than 11,000 households never returned.

A CONTINUING ROLE IN LEARNING

For parents, the role as a child's first teacher continues throughout the school years. Whether they realize it or not, parents convey expectations about learning to their children and serve as role models through their work, voting and citizenship responsibilities, reading habits, and efforts to continue learning. Unfortunately, many Texas parents have not attained the basic literacy skills to allow them to help their children effectively at home.

More than four million Texans older than 18 have not completed high school. More than two million have completed fewer than eight years of school.

The lack of schooling appears in higher proportions among minority groups than Whites.



Illiteracy of Texas Adults
Percent of adults completing fewer than 8 and 12 years of school by race/ethnicity

During a child's school years, parents have many opportunities to become involved in education. Parents can attend parent-teacher conferences, encourage children to study and complete homework, and guide their children to behave responsibly. In addition, parents can serve as advocates by volunteering to assist with school functions and participating in school-based decision-making councils.

The responsibility for education lies not with educators alone. As stated in the National Governors' Association report, *Educating America: State Strategies for Achieving the National Education Goals,* "Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement."

GOAL 7
COMMUNITY AND BUSINESS PARTNERSHIPS

"The collaboration between business and schools is the wave of the future. The question is not whether to get involved, but when and how."
James D. Robinson III, chief executive officer, American Express

Texas business cares about education. As stated by the Texas Business and Education Coalition, a volunteer initiative of the Texas Chamber of Commerce, "The ability of Texas to be great as well as big is based in part on the capabilities of its work force to handle the jobs required in the marketplace."

As industries choose locations for new, highly technical facilities, they will look for a literate work force that can train for and handle meaningful jobs. What will they find?

- In more than 100 counties in Texas in 1980, at least 25 percent of the adults were functionally illiterate, as measured by having fewer than eight years of schooling.
- In eight of these counties, more than 45 percent of the population had, at most, completed the eighth grade.
- The unemployment rate in these counties ranged as high as 44 percent in 1986.

Increasingly, employers will look for workers who have at least a high school education. Individuals who drop out of school before graduation face a high risk of unemployment as well as poverty.

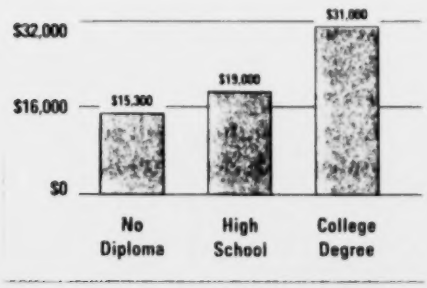
- The unemployment rate for dropouts is twice that of graduates.
- Each high school dropout will earn an estimated $500,000 less over her or his lifetime than a person who graduates.
- Sixty percent of Texas adults who live in poverty have not graduated from high school.

Since racial and ethnic minorities have higher dropout rates than White students, they stand a greater chance of living in poverty as adults.

More than one-fifth of African Americans who drop out of school do not find jobs.
More than one-third of Hispanics who drop out join the unemployed.

Aside from concerns about poverty, social observers worry about the link between dropping out and crime. In particular, 85 percent of all inmates in the Texas Department of Corrections have not finished high school. The State of Texas spends 11 times as much every year to incarcerate a person as it would have to educate her or him. In other words, investing in education pays for itself many times over.

In contrast to dropping out, school completion generally brings a greater degree of economic success.



Effect of Schooling on Income
Median yearly earnings of U.S. workers by education level, 1988

Many businesses in the state recognize that they can help strengthen the work force by forming partnerships with schools. Methods include assistance with strategic planning, human resource development and support, communications, philanthropy and government relations. For instance, the Texas Business and Education Coalition encourages individual businesses to:

- provide incentives for disadvantaged youth to attend college,
- expose students to applications of advanced technologies, and
- support student internships.

Many communities utilize the schools in overcoming illiteracy and improving skills of the work force.

More than 550 districts participate in providing educational services to nearly 220,000 under-educated adults.
More than 100 community education projects flourish in the state.

Ultimately, community standards set the level of local academic achievement. According to the Texas Business and Education Coalition, "Improvements will be made in education when communities take responsibility for their public schools seriously, place high value on academic outcomes, mobilize to work actively with their local schools, and identify their interests clearly to political leaders."

GOAL 8
RESEARCH, DEVELOPMENT, AND EVALUATION

"We need to adopt that famous Noah principle: No more prizes for predicting rain. Prizes only for building arks."
Louis V. Gerstner, chief executive officer, RJR/Nabisco

In funding public schools, taxpayers demand accountability. In Texas, the emphasis on accountability has shifted from complying with rules to achieving results. Simply stated, Texas holds the schools responsible for every student's learning. In its emphasis on performance, the state will assess outcomes, *i.e.*, student test scores, enrollments in advanced courses, promotions, and graduation rates, in rating and accrediting schools. These performance measures comprise the Academic Excellence Indicators. High performance will bring recognition and rewards, and low performance will bring consequences.

STATE EFFORTS

At the state level, assessment focuses on student and teacher competence. For example:

In recent years, the state has tested 1.4 million students annually in basic skills. This number will rise to approximately 2.5 million in 1991-92 and continue to increase with the full implementation of criterion-referenced testing.
The student testing programs cost approximately $7.2 million annually.
The state tests approximately 30,000 teachers annually for certification. According to estimates, an additional 20,000 will sit for the master teacher test.

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State-level assessment efforts take many other forms as well. For example:

- The state evaluates the long-term effectiveness of large state and federal programs, including compensatory, special, bilingual, and gifted and talented education, as well as prekindergarten for four-year olds.
- The state analyzes the effects of legislation on particular student populations, such as students at risk of dropping out of school, and Texas students' performance on national tests, including the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) Program.
- The state, in cooperation with school districts and, often, Regional Education Service Centers or universities, conducts pilot studies and demonstrations of innovative practices. Examples include prekindergarten, teacher induction year, teen pregnancy programs, and technology studies and demonstrations.
- The state conducts policy research to support board and legislative decision making. Topics include financial modeling, cost projections, data analysis, and policy reviews of such proposals as year-round schools, extended school day and year, restructuring of middle schools, and parental choice in programs and sites.

COLLEGE AND UNIVERSITY RESEARCH

Colleges and universities focus extensive resources on educational research. For example, colleges and universities often investigate effective practices, critique policies, form evaluation cooperatives for schools, and house research institutes. In many cases, colleges conduct research cooperatively with districts and the state.

The Center for Educational Technology, a new technology research and development consortium housed at the University of North Texas and the University of Texas at Austin, will develop and explore technology applications in education. The Educational Economic Policy Center (EEPC), a research center established by the legislature and housed at the University of Texas at Austin, will study finance and cost-effectiveness issues. The EEPC also will make recommendations on the use of the Public Education Development Fund, a specially designated fund for innovative programs, and review the Academic Excellence Indicators.

SCHOOL DISTRICT EFFORTS

Many school districts conduct pilot studies and evaluate local programs and practices. In particular, the state encourages districts to investigate rules and laws that hinder student progress and, if appropriate, to request waivers and develop alternative programs. Districts and schools that receive the exemplary designation will have considerable latitude in developing such programs.

Research and evaluation play a vital role in improving education in Texas. According to one analyst, "Research determines the difference between a good idea and an effective program."

GOAL 9
COMMUNICATIONS

"What you take for granted, you cannot improve."
Richard Saul Wurman, *Information Anxiety*, 1989

If Texas expects public education to thrive, everyone who has a stake in it must engage in ongoing and lively communications about educational issues. Parents, taxpayers, industry executives, college educators, state and local policy makers, teachers, and administrators all must find more ways to talk to each other and exchange information.

As a critical first step, educators must solicit the perceptions of citizens in their communities. These citizens vote for school boards and bonds, participate in school decision making, and, above all, send their children to public schools. National polls, for instance, reveal that:

- Forty percent of the populace grade their local schools with an A or B.
- Twenty-two percent of the public believe that schools have improved in the last five years, but 30 percent believe they have declined in quality.
- In the past 20 years, the percentage of parents who would like to see their children become teachers has dropped from 75 percent to just over 50 percent.
- Nearly 75 percent of the public attributes the problems facing education to general societal conditions rather than to the performance of schools themselves.

Having obtained these perceptions, educators can begin to develop appropriate communication strategies. At the school level, administrators and teachers use individual student report cards, parent-teacher conferences, and school meetings to communicate with parents. School districts and local school boards use news releases, annual performance reports, newsletters, and hearings to inform

the public about local educational needs and academic performance. Teachers and administrators share information with each other through staff development sessions, professional meetings, presentations at research gatherings, and journals. The State Board of Education uses a variety of public announcements, news releases, and published reports to inform the public and policy makers about statewide educational issues and events. Because citizens are dispersed through a vast geographical area and sometimes speak languages other than English, communication efforts must be flexible and adaptable and employ the latest technology.

TELECOMMUNICATIONS

Telecommunications will play an increasing role in public education in Texas in the 1990s. Aside from distributing information to the public, the state uses telecommunications channels to provide courses to students, train staff, and transmit data. Telecommunications includes not only telephone, television, and radio but also electronic computer networks, satellite, and cable. Districts already use these systems extensively. For example:

- More than 650 districts have access to the state electronic mail network (TEA-NET). Nearly one-half of those districts use the network at least monthly.
- Districts use the electronic bulletin board 11,000 times a year.

Through TEA-NET, educators send messages to colleagues, share information, conduct surveys and research, and expand instruction beyond the classroom. The state will expand the system to accommodate electronic conferences, data bases, on-line course delivery, teacher support, transmission of forms and applications, linking with college networks, and, possibly, community access. When fully funded and implemented, the system will have all districts on-line and link an increased number of schools.

In addition, an integrated telecommunications system (ITS) will expand video, audio, and data transmission.

Since the mid-1980s, increasing numbers of Texas students have enrolled in courses delivered across great distances via telecommunications. For example, students tune in to a television monitor at a specified time for an astronomy course broadcast by satellite; they ask questions and interact with the teacher through a telephone line. In 1990-91 an estimated 3,000 Texas students enrolled in approximately 20 distance learning courses offered by five providers such as universities and private educational entities.

RECOGNITION OF OUTSTANDING PERFORMANCE

In addition to improving communications, schools have the right to boast about their successes and to reward the students, staff, businesses, and citizens who excel in their performance. Communities can take pride in a number of accomplishments by Texas schools.

Every year a dozen or more public schools in Texas receive national recognition for exemplary status.

At the state level, Texas has rewarded nearly 280 schools for improvement in TEAMS scores and recognized 375 others for exemplary performance.

Virtually all districts and schools recognize outstanding student performance. Many districts also recognize outstanding teachers and other staff.

THE 1990s **AN UNPRECEDENTED OPPORTUNITY**

With the support and encouragement of parents, businesses, and communities, Texas schools can become outstanding centers of learning, not just for children but for learners of all ages. Indeed, the time is ripe to create a world-class educational system.

In the 1990s Texas has an unprecedented opportunity to create a preeminent education system. With that aim in mind, the State Board of Education has developed a long-range plan for 1991-1995. In developing the plan, the Committee on Long-Range Planning sought the ideas and experience of hundreds of parents, teachers, principals, employers, and community leaders throughout the state. The plan outlines nine goals, each with realistic and measureable action steps that promise quality, equity, and accountability in Texas schools.

Student Learning Goal 1

All students shall have an opportunity to benefit from an appropriate education. The achievement gap between educationally disadvantaged students and other populations will be closed. Through enhanced dropout prevention efforts, the graduation rate will be raised to 95 percent of students who enter the seventh grade. The state shall be within national norms for student performance.

LEGISLATIVE GOAL

All students will achieve their full educational potential.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

1-1 Set increasingly challenging expectations for academic performance by all students in Texas schools.

1-2 Strengthen and increase the acquisition of literacy, reading, writing, spelling, and other communications skills.

1-3 Develop second language skills in all students.

1-4 Close the achievement gap between educationally disadvantaged students and other populations.

1-5 Support the development of infants and young children through early childhood education and parenting education.

1-6 Identify and assist slower learners to achieve their learning potential.

1-7 Through enhanced dropout prevention efforts, raise the graduation rate to 95 percent of students who enter the seventh grade.

1-8 Identify and provide appropriate prevention and intervention strategies for students with special needs.

1-9 Measure student learning through multiple indicators.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Expand student performance measures and raise standards, including:
   a. Increase the rigor of state-mandated tests at least every five years and develop appropriate standards. In addition to measuring students' skills in reading, writing, and mathematics, tests will assess knowledge of science, social studies, and foreign languages as well as critical-thinking and problem-solving ability.
   b. Adopt a single norm-referenced test for the third through eleventh grades. (A norm-referenced test compares students with each other or with a selected "norm" group. By contrast, the Texas Educational Assessment of Minimum Skills [TEAMS] and Texas Assessment of Academic Skills [TAAS] tests are criterion-referenced, which means they consist of items that relate to specific learning objectives in the curriculum.)
   c. Establish nontraditional measures for identifying and assessing student potential and performance, such as student portfolios, writing samples, and artistic endeavors.
   d. Assess vocational education courses such as auto mechanics, plumbing, business computer programming, and retail merchandising for their effectiveness in preparing students for employment or higher education.
   e. Develop and implement a system of Academic Excellence Indicators, *i.e.*, a rating system for schools based on student performance such as test scores, graduation rates, and college admission test scores as well as other measures such as attendance.

2. Develop statewide strategies for improving students' literacy and communications skills. These strategies will give special attention to at-risk students, students with special needs such as the handicapped and learning disabled, students with limited English literacy skills, ethnic and minority students, and young children.

3. Implement foreign language programs, beginning with model programs, in elementary, middle, and high schools.

4. Eliminate educational policies that hinder student success and instead implement policies such as flexible schedules and flexible advancement. Identify laws that contribute to at-risk status and propose changes.

5. Expand early childhood education and parenting programs by:
   a. securing additional state funds that equitably target prekindergarten, kindergarten, and the early elementary grades;
   b. establishing a variety of early childhood education models, including in-home programs and training for parents of infants and young children;
   c. involving parents as a vital component of all early childhood education programs;
   d. adopting appropriate certification and inservice training for early childhood teachers, since they require specific qualifications and skills to work with young children; and
   e. establishing eligibility standards for programs to serve three-year-olds and implementing a curriculum appropriate to their stage of physical, social, and intellectual development.

6. Promote techniques and programs appropriate for the learning styles of slower learners, *i.e.*, students whose IQ scores fall into the 70 to 89 range.

7. Develop and implement a state plan for reducing the dropout rate to not more than five percent of students who enter the seventh grade each year. Coordinate plans with the private sector and appropriate state programs to keep at-risk students from leaving school before graduation.

8. Coordinate statewide health, mental health, and social services with education.

Districts and Schools Should

1. Increase the percentages of students who pass the TAAS tests.

2. Ensure that students improve English literacy, reading, writing, spelling, and other communications skills.

3. Install foreign language programs successively in elementary, middle, and high schools.

4. Raise the achievement level of disadvantaged students to that of other students by 1997. Identify and encourage eligible disadvantaged students to enroll in advanced classes.

5. Expand early childhood education by providing appropriate programs for all eligible three-year-old children. Establish parenting education programs for parents of infants, preschoolers, and school-age children. Establish innovative models such as in-home programs.

6. Work with the community and public agencies to implement dropout prevention and recovery programs. Provide comprehensive education and integrated social services for at-risk students, including literacy and job training for their parents.

7. Provide or help families find health care, mental health counseling, and social services. For example, if a four-year-old boy in a prekindergarten class has not been vaccinated and has no one to care for him after school, the school should help the family obtain immunizations and child care without delay. Families may need child care before and after school, on school holidays, and during the summer.

8. Improve the achievement of special needs students, *i.e.*, those who have handicaps or learning disabilities, are at risk of failing or dropping out, or are educationally disadvantaged in some way. Improve achievement by:
   a. revising identification and assessment procedures,
   b. integrating programs into general district plans and procedures, and
   c. placing students in mainstream programs to the maximum extent possible or returning students to regular classroom instruction as soon as possible.

9. Establish a system of campus performance objectives so that each school has local objectives for student achievement.

Colleges and Universities Should

1. Convey expectations that high school graduates will have first-rate literacy and writing skills, foreign language proficiency, and high levels of knowledge in the core curriculum. Work cooperatively with schools to help students meet high expectations.

2. Assist in developing performance measures for students.

Innovative Program Helps Prevent Dropouts

Rhonda, a 13-year-old in Houston, left home after a family argument and went to live with a sister across town. Finding herself free of family rules, she began dating a string of young men and developed a habit of staying out late. Within a few months, she became pregnant. At first the idea of having a baby made her the center of attention among friends, but gradually she began to face reality. Whether she stayed in school or found a job, she would have to find child care, which she could not afford. If she cared for the baby herself, she would have to leave school and apply for welfare.

Fortunately, Rhonda found an innovative program that helps inner city children obtain services that allows them to stay in school. With the help of counselors, Rhonda entered a privately supported home for unwed mothers where she received medical care and continued her studies. By the time the baby was born, she had arranged to live with an aunt and attend an alternative school with on-premise child care. Now, in addition to academic courses, she takes a parenting and child development class. She wants to graduate and obtain a job as a dental assistant.

Curriculum and Programs

Goal 2

A well-balanced and appropriate curriculum will be provided to all students.

LEGISLATIVE GOAL

A well-balanced and appropriate curriculum will be provided to all students.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

2-1 Strengthen the state core curriculum, especially the areas of language arts, mathematics, science, and social studies.

2-2 Raise promotion and graduation requirements.

2-3 Increase instructional time by a lengthened school day and school year.

2-4 Develop students' citizenship skills, self-esteem, and respect for others.

2-5 Incorporate developmentally appropriate higher-order thinking skills, for example, critical-thinking and problem-solving skills, throughout the curriculum.

2-6 Provide career opportunities through vocational education.

2-7 Provide special education services to meet individual educational needs in the least restrictive environment.

2-8 Provide appropriate language and content-area instruction to limited-English-proficient students.

2-9 Provide enriched and advanced curricula for gifted and talented students.

2-10 Encourage healthy lifestyles and meet students' health needs through the curriculum and appropriate programs.

2-11 Implement appropriate and challenging programs for students with multiple learning needs.

2-12 Provide increased emphasis on the role of homework in the instructional process.

2-13 Provide new textbooks and electronic materials that are developmentally appropriate for student learning.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Review and revise the state curriculum, including the essential elements, subject/course requirements, requirements for promotion and graduation, and other policies and practices. Particular actions will include:
   a. Develop curriculum policies to promote literacy and communications skills so that students can speak well, analyze what they read, and write persuasively.
   b. Restructure the science curriculum to prepare all students to understand and apply scientific concepts and investigative techniques.
   c. Develop strategies for improving students' mathematical competence. Encourage female and minority students to prepare for and excel in mathematics and the sciences.
   d. Promote strategies to help students build creativity, critical-thinking ability, problem-solving skills, citizenship skills, self-esteem, and self-responsibility. Integrate these strategies into the state curriculum, textbooks, and electronic and other instructional materials.
   e. Disseminate guidelines for planning and implementing programs that improve students' lifelong health and increase their environmental awareness.
   f. Encourage the assignment of homework to build students' independent study skills and further their learning.
   g. Revise vocational education courses so they reinforce basic and academic skills, reflect the latest technological developments in business and industry, give information about emerging career opportunities, and reflect regional planning for occupational education and training.

2. Provide incentives for districts to offer nontraditional instruction. Examples include:
   - extended school day or school year (more days in the year),
   - year-round calendar (spreading the same number of days across a full year),
   - ungraded curricula at the elementary level,
   - alternative times such as evening classes and different sites such as a library or community center, and
   - restructured middle schools.

3. Revise policies, curricula, and programs for students with special needs in various ways, including:
   a. Emphasize placing children with handicaps in the least restrictive environment.
   b. Monitor remedial and compensatory programs for effectiveness and monitor districts for the number of students who continue to be served by such programs for a prolonged time.
   c. Develop transition programs for students who are not proficient in English so they can move more easily into English classrooms. Issue textbook proclamations that will provide instructional materials for these students.
   d. Increase funds for gifted education to an amount comparable to the funding set aside for other special populations.

4. Provide computer-assisted learning modules, computer networking capability, video disks, courses broadcast by satellite, and other technological innovations so that all students have access to a broad and well-balanced curriculum. Promote technology that allows teachers to tailor instruction to students' needs, monitor students' progress, and increase efficiency.

5. Coordinate the elements of the state curriculum, the statewide student testing program, textbooks and electronic materials, and state-level staff development. Ensure that the curriculum, materials, and methods are appropriate to students' needs and abilities at different ages.

Districts and Schools Should

1. Ensure a comprehensive, well-balanced, and appropriate curriculum for all students, including:
   a. courses that exceed the essential elements,
   b. techniques that challenge students to analyze and to solve problems,
   c. programs that build citizenship skills and encourage students to exercise their right to vote,
   d. opportunities for building self-esteem and encouraging responsible behavior,
   e. programs that prepare students to choose healthy lifestyles,
   f. homework as an integral part of the educational process,
   g. classrooms and instruction adapted to the needs, learning styles, and learning rates of individual students, as well as those with special needs, and
   h. vocational education programs that reinforce basic and academic skills and reflect current technological and economic developments.

2. Explore and implement year-round education as needed to meet students' learning needs and to use facilities efficiently.

3. Investigate, develop, and implement alternative instructional arrangements and sites, such as:
   cross-age grouping, *i.e.*, mixing students of different ages in a class;
   block schedules, *i.e.*, combining class periods to study the American Civil War, for example, in the context of history and literature; and
   off-campus programs, *i.e.*, learning programs in locations convenient to students or their parents such as a downtown store-front or a community center, or sites that offer access to equipment or facilities such as a business or a college.

4. Instruct students with handicaps in the least restrictive environment, integrating them into mainstream school and community life, and include their parents in making decisions about their education.

5. Provide compensatory education, special education, bilingual education, and migrant education services to all students needing them. Improve identification of these students and methods for obtaining parents' consent and involvement.

6. Take full advantage of computers, telecommunications, and other technology in providing instruction and managing the classroom.

7. Provide leadership training to teachers, principals, curriculum coordinators, and other appropriate personnel for implementing the state curriculum and adapting it to local needs.

Colleges and Universities Should

1. Expand assistance to schools in providing a broad curriculum. This assistance can take various forms such as allowing high school students to enroll in college courses and broadcasting courses by satellite to rural schools.

2. Prepare prospective teachers to help all students acquire the knowledge and skills embodied in the state curriculum.

Conroe School Finds Success With Year-Round Calendar

In 1988 Charles Loyd, principal at Davy Crockett Intermediate School in Conroe, announced that he was thinking about a year-round calendar. "The September-May calendar was created for the agricultural economy of the early 1800s," he said. "We have a different economy today, and families no longer need their children for the summer harvest. In fact, many children are unsupervised in the summer. Why do we continue to interrupt school for three months and allow a loss of learning to occur?"

His announcement generated interest. He approached Dr. Richard Griffin, superintendent, and gained approval to conduct a pilot study. For the next several months, a steering committee of administrators, teachers, and parents discussed a variety of approaches. Eventually, they decided upon a 30-10 calendar, *i.e.*, 30 days of school followed by 10 days of vacation. The year-round students would attend school the same number of days as children on the traditional school calendar, but those days would be grouped in six-week cycles extending from September through July. The pilot was limited to sixth graders whose families volunteered their participation. By September 1989, 54 children, or two classes, enrolled for the extended calendar.

As the year progressed, Loyd and his staff observed a number of positive changes: student discipline problems decreased, attendance improved, and burnout among participating teachers vanished. Parents also reported advantages. Working parents, for example, found it was easier to arrange child care for two-week periods than for an entire summer, and other parents liked the new calendar's flexibility. The response was so encouraging that the district opened the program to greater voluntary participation in 1990-91. Some 850 students from kindergarten to the sixth grade enrolled. Most important, test scores showed the year-round students generally retained what they had learned and were less likely than other students to need review as they started the seventh grade.

Personnel Goal 3

Qualified and effective personnel will be attracted and retained. Adequate and competitive compensation commensurate with responsibilities will be ensured. Qualified staff in critical shortage areas will be recruited, trained, and retained.

LEGISLATIVE GOAL

Qualified and effective personnel will be attracted and retained.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

3-1 Set standards for the profession and ensure that all personnel demonstrate competence in professional skills.

3-2 Establish extended personnel contracts for increased instructional time and enhanced professional training.

3-3 Ensure adequate and competitive compensation commensurate with responsibilities.

3-4 Provide effective, professional working environments.

3-5 Provide training in alternative methods and techniques of instruction to meet students' varying abilities and learning styles.

3-6 Recruit, train, and retain qualified staff in critical shortage areas.

3-7 Increase the number of qualified minority teachers and administrators to reflect the ethnic composition of the state.

3-8 Provide a variety of management systems to assist personnel in teaching and managing instruction.

3-9 Review and refine teacher and administrator appraisal policies and procedures.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Strengthen programs that prepare teachers and administrators by working with the Texas Higher Education Coordinating Board and by monitoring and evaluating all certification programs. Methods include:
   a. Develop and implement indicators to measure the quality and success of teacher preparation programs.
   b. Establish certification standards and endorsement procedures for middle school teachers, teachers of prekindergarten children, and other early childhood education staff.
   c. Review certification standards for principals and other administrators to include training in media and community relations, so they can better communicate with the public about their schools' needs and progress.

2. Provide for increased teacher salaries and career ladder funding. Provide for increased staff development and inservice training as well as sabbatical, research, and other developmental leave.

3. Provide uniform statewide health benefits for school personnel.

4. Provide for expanded staff time in schools having a lengthened school day or year.

5. Enhance working environments by supporting technology systems, staff development programs, increased teacher and campus decision making, and improved facilities and security measures.

6. Revise certification standards of teachers and administrators to reflect increased teacher participation in decision making and greater local autonomy.

7. Provide for comprehensive staff development, technical assistance, and inservice programs through the Regional Education Service Centers.

8. Develop strategies to recruit qualified individuals into teaching, administration, counseling, librarianship, and other needed areas. Give priority to eliminating gender and racial inequities in job responsibilities and advancement. Use such recruitment methods as scholarships, tuition waivers, loan forgiveness

programs, and sabbaticals and collaborate with professional associations in developing a statewide job vacancy network and cooperative recruitment programs.

9. Implement the induction program for beginning teachers through school districts, local cooperative teacher education centers, Regional Education Service Centers, and institutions of higher education.

10. Improve teacher and administrator evaluation systems to enhance classroom instruction. Steps include:
    a. Expand the Texas Teacher Appraisal System, the process used to evaluate a teacher's classroom performance, to include a teacher's ability to teach critical thinking and other high level skills.
    b. Implement the Master Teacher Program for exemplary teachers. Develop criteria and provide training to assure reliable assessment and improved teaching.
    c. Implement a system for evaluating administrators.

Regional Education Service Centers Should

1. Provide comprehensive technical assistance, staff development, and inservice training in critical areas. The areas include:
    a. techniques and materials for helping students develop creativity, critical thinking and problem-solving skills, citizenship skills, self-esteem, and self-responsibility;
    b. strategies for improving the achievement of gifted students, slower learners, and other special needs students;
    c. alternative instructional models that fit students' different learning styles;
    d. a revised science curriculum;
    e. early childhood education programs and parenting skills;
    f. implementation of an extended school day, lengthened school year, or year-round calendar;
    g. alternative certification programs;
    h. teacher induction programs;
    i. school volunteer programs; and
    j. programs for out-of-school youth and adults.

2. Expand technical assistance and training in administrative and policy areas, including:
    a. school-based decision making,
    b. school board policy setting, and
    c. use of automated accounting systems, financial modeling software, automated fund flow systems, and other improvements in financial and data reporting.

Districts and Schools Should

1. Review and refine the roles and responsibilities of teachers, administrators, and other staff as needed to ensure high student achievement, efficient management, and professional enhancement.

2. Involve teachers and other personnel in making decisions about district and school goals and practices.

3. Ensure physical security and enhance the working environment.

4. Help teachers adapt their instruction to fit the learning styles of individual students.

5. Provide training to staff in areas they need as revealed through appraisal of their performance. Expand staff development to include professional meetings, research, instructional improvement projects, and other nontraditional methods.

6. Develop comprehensive induction programs for beginning teachers.

7. Encourage talented high school students to enter the teaching profession. In particular, encourage men and minorities to become teachers, and urge women as well as men to teach mathematics and the sciences.

8. Help staff manage instruction through technology and other means.

Colleges and Universities Should

1. Prepare prospective teachers to:
   a. convey the expectation that all students can learn,
   b. help all students acquire the inquiry, creativity, and critical-thinking skills expected of an educated person,
   c. define educational problems and investigate solutions,
   d. involve parents in making decisions about their children's education,
   e. participate in school-based decision making, and
   f. modify instruction according to students' learning styles.

2. Prepare prospective administrators to:
   a. share decision making with teachers, other campus staff, and parents and
   b. encourage research and alternative programs and change policies and practices as research indicates.

3. Encourage talented undergraduates to enter the teaching profession. Expand and improve programs to increase the supply of minority teachers, mathematics and science teachers, and staff in other critical areas, including special programs. In addition to offering traditional degree programs, develop alternative certification programs, recruit professionals from other fields, and provide financial aid to prospective teachers.

4. Expand teacher center responsibilities in regard to student teaching, induction year, and staff development.

5. Participate in induction programs with local school districts.

"What I Do With Students Really Matters"

On the first day of school, Samuel felt as nervous as his third-grade students. As a new teacher, he did not know what to expect. Only a few months earlier, he was spending eight hours a day with a computer as part of a job that had never really been satisfying. When he heard that schools needed bilingual teachers and that college graduates could enter the teaching profession, he quit his job and enrolled in training for an alternative certification program. Had he made the right choice?

He heard chatter and shrieks of laughter. Children spilled into his classroom. Greeting them in English and Spanish, he helped them find their places while struggling to remember their names and faces. He gave directions about books and supplies, only to be interrupted frequently with questions. At lunch and recess, children crowded around him, tugging on his sleeve and begging to sit near him. As he was finishing the last lesson, he suddenly realized that he still had an hour left before the final bell. After a few moments of panic, he asked children about their favorite Spanish songs and stories and ended the day with a jubilant rendition of "Los Colores."

More surprises awaited Samuel in the weeks that followed. Some of his students could add and subtract, while others were still learning to count, so he had to spend hours developing supplementary materials. He enjoyed teaching, but he worried about how his students would perform on tests. He fretted even more about his own performance.

Every month a mentor teacher came in to observe him. At other times the principal, assistant principal, bilingual supervisor, and alternative-certification supervisor evaluated him. Meanwhile, paperwork piled up on his desk. He filled out self-evaluation forms, goal statements, one form for this child, another form for that child.

Despite the surprises and the never-ending emotional demands, Samuel persevered. Now in his third year of teaching at Cage Elementary School in Houston, he looks back with new perspective: "Although I made a lot of mistakes my first year, I know that I had an effect on my students. I watched them grow in front of my eyes. Unlike working with computers, what I do with my students really matters. I don't want to miss a day."

Organization and Management

Goal 4

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

LEGISLATIVE GOAL

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

4-1 Review and redefine the responsibilities of the State Board of Education, the Texas Education Agency, and Regional Education Service Centers, and reorganize to ensure efficient and effective leadership and management.

4-2 Implement performance-based accreditation linked to effective schools research and attend, on a priority basis, to those districts most in need of technical assistance.

4-3 Provide an efficient and effective system to ensure compliance with rule and law.

4-4 Ensure that the training of school board members strengthens their abilities to provide policy direction to the educational process.

4-5 Coordinate statewide and local educational planning.

4-6 Implement the Public Education Information Management System.

4-7 Strengthen coordination among the Texas Education Agency and other state agencies, colleges and universities, employment training programs, and the private sector.

4-8 Enhance local responsibility for quality educational programs.

4-9 Implement methods to improve the ability of small districts to use funds efficiently and to deliver a well-balanced curriculum of high quality to all students.

4-10 Provide services at the state level to ensure effective management of the public education system.

4-11 Implement site-based management and other systems to support campus decision making.

4-12 Strengthen coordination among the Central Education Agency, the Legislative Education Board, the Legislative Budget Board, and the Educational Economic Policy Center.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Provide efficient and effective leadership to the educational process statewide.

2. Delineate the roles and responsibilities of the State Board of Education, the Texas Education Agency, and Regional Education Service Centers (20 intermediate entities between the state and districts that provide a variety of training and technical assistance services to districts).

3. Implement a performance-based accreditation system. In this system, the state grants accreditation to districts according to known traits of effective schools. The focus is on student outcomes, not process, and on quality and equity. Implementation steps include:
   a. Review district and school performance as shown by student test scores, graduation rates, attendance, and other factors. Make on-site accreditation visits as necessary.
   b. Establish a five-level accreditation system, with levels ranging from "exemplary" to "academically unaccredited."
   c. Develop levels of monitoring and sanctions that will vary according to a district's performance and accreditation level. In other words, high-performing districts will have less state regulation than low-performing districts.
   d. Assess the effectiveness of the performance-based accreditation system in improving schools and modify procedures accordingly.

4. Review and revise monitoring procedures to ensure that districts and schools comply with state and federal law and regulations and that they offer effective programs. Procedures will emphasize the following actions:
   a. Improve allocation of state and federal funds to eligible recipients.

b. Improve coordination of private and public educational programs.
c. Monitor district compliance with state standards through a computer-based performance indicator system.

5. Revise school board member training requirements. Adapt training so that long-term members, for example, receive advanced training on specific topics.

6. Implement this *Long-Range Plan*. Every two years evaluate and revise actions to reflect redefined institutional roles and research findings on improved performance and efficiency. Implementation includes:
   a. Derive legislative requests, budgets, and policies from the *Long-Range Plan*.
   b. Support state, regional, and local efforts to meet the goals and objectives of the *Long-Range Plan*.

7. Collect and analyze data from school districts through the Public Education Information Management System (PEIMS). Achieve annual gains in data quality, reliability, and timeliness. Steps include:
   a. Add statewide student identification, student attendance, course schedules, demographic information, enrollment, special programs, facilities updates, standardized test data, and other quality performance indicators to the PEIMS data base.
   b. Incorporate other data sets, such as annual performance indicator data, the annual performance report, and relevant higher education test data into the PEIMS integrated data base.
   c. Evaluate the effects of PEIMS on agency, district, and other state users of public school information.
   d. Improve data editing, data delivery, training, communication, and other services to provide local districts assistance in the PEIMS process.

8. Coordinate statewide policy development and implementation among state agencies, the legislature, and institutions of higher education. Coordinate statewide program planning through interagency coordinating councils, statewide record keeping, and other cooperation and information sharing.

9. Expand local authority for making decisions and setting policies. Aspects include:
   a. Review all existing rules of the State Board of Education and revise or eliminate those rules that hamper local authority.

b. Review and revise state standards to reflect increased school and district authority.
c. Encourage districts to apply for waivers and to develop alternatives to rules and procedures that will yield improved student performance and administrative efficiency.
d. Provide monetary incentives to districts that have either successfully implemented innovative programs or have significantly improved student performance.

10. Implement methods to improve the quality of curriculum and services in smaller districts. Methods include:
    - cooperatives,
    - telecommunications,
    - regional planning,
    - assistance from Regional Education Service Centers, and
    - consolidation.

11. Expand effective management services. Methods include:
    a. Conduct an annual review of districts' applications for funds to eliminate nonessential information. Coordinate and consolidate agency requests for data to reduce paperwork burdens on districts.
    b. Enhance the management audit process and revise school district audit procedures to include data required by the performance indicator system and management audit elements.
    c. Redesign the accounting system used by school districts to accommodate automation, to provide accountability with appropriate local flexibility, and to ensure availability of financial information.
    d. Automate methods of collecting data. Provide uniform data definitions and specify uniform software to improve the reliability of information and facilitate its collection.
    e. Provide capabilities for financial modeling and simulations to assist school districts and the legislature.
    f. Implement automated fund flow systems including electronic data collection, software for local applications, and hardware and software for processing.

Regional Education Service Centers Should

1. Implement the *State Plan for Regional Education Service Centers*, a charter document that defines the centers' roles and relationships.

2. Provide comprehensive technical assistance to low-performing schools and districts as well as districts with lowered accreditation status.

3. Assess effectiveness in improving schools and change procedures accordingly.

4. Continue to improve collection, editing, and analysis of data. Continue to enhance the delivery and redistribution of data through the Public Education Information Management System.

5. Provide assistance on school-based decision making.

6. Expand school board member training.

Districts and Schools Should

1. Encourage local school board members, administrators, teachers, and other staff to participate in training provided by the Texas School Improvement Initiative, a statewide program that trains district administrators in research findings on effective schools and the school accreditation process.

2. Provide accurate and timely information through the Regional Education Service Centers to the state and use data in local planning and evaluation.

3. Implement effective management information and accounting systems.

4. Identify state rules that hinder student achievement and administrative efficiency, apply for waivers of these rules, and provide alternative programs.

5. Encourage small schools to develop innovative strategies in providing a thorough and well-balanced curriculum to students while at the same time improving efficiency in serving those students.

6. Use school-based decision making councils to increase local autonomy. Encourage staff as well as parents to help decide matters relating to budgets, curriculum, staff, programs, and other elements of school operation.

7. Examine the roles of public agencies and private entities that provide services to students, decide which sources best meet students' needs, and make appropriate changes. For example, a school might decide to contract with a private foreign language instruction firm to teach German instead of hiring a German teacher.

Teachers and Parents Join in Making Decisions

As students were leaving Curtis Elementary School one day in 1990, three teachers, three parents, and the principal gathered in the school cafeteria. They comprised the school's Campus Improvement Team, a decision making body designed to increase local management and operation of the school. For several weeks, they had been meeting to discuss ways to implement eight goals adopted by the Weatherford Independent School District's Board of Trustees. The goal on today's agenda: "To increase the effectiveness of instruction."

First, the team members brainstormed ideas and ranked them in priority order. Then they identified obstacles to carrying out each idea and listed methods for overcoming the obstacles. Throughout the session, they followed a structured process of taking turns and achieving consensus. By the time the meeting ended, they had developed a list of recommendations to give to task forces for further development.

The task forces, also made up of teachers and parents, met over the next several weeks. The task forces developed action plans, following the same structured process as that used by the Campus Improvement Team. When all task forces had finished their work, the entire group reviewed the action plans, made revisions, and agreed to put them into effect.

Curtis Intermediate School, like each of the eight schools in the Weatherford District, shares decision making among teachers, administrators, and parents. Superintendent Joe M. Tison calls this approach, "Teaming for Excellence." Since everyone participates in making the decisions, "everyone is more likely to buy into the decisions and act on them," he says.

For example, the group at Curtis Intermediate School decided to increase effectiveness of instruction in a variety of ways, including meeting the teachers' request for training in certain techniques. Specifically, teachers would receive 40 hours of training in Learning Styles as well as six hours of training in Cooperative Learning. The training took place after school and on Saturdays. As a result, 30 of the school's 40 teachers completed the Learning Styles training, and all teachers completed the Cooperative Learning training. Furthermore, 23 teachers took an additional six hours of training in Cooperative Learning.

"What we're seeing is a high level of commitment," says Tison. "When teachers and parents feel ownership in a plan, they develop high expectations for themselves."

Finance Goal 5

(a) It is the policy of the State of Texas that the provision of public education is a state responsibility and that a thorough and efficient system be provided and substantially financed through state revenue sources so that each student enrolled in the public school system shall have access to programs and services that are appropriate to his or her educational needs and that are substantially equal to those available to any similar student, notwithstanding varying local economic factors. (b) The public school finance system of the State of Texas shall adhere to a standard of fiscal neutrality which provides for substantially equal access to similar revenue per student at similar tax effort.

LEGISLATIVE GOAL

The financing of public education will be adequate, equitable, and efficient.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

5-1 Provide adequate and equitable funding levels for education.

5-2 Provide funding to ensure adequate school facilities.

5-3 Fund necessary variations in program and service costs among districts on a continuous basis.

5-4 Establish an efficient education system in which funding supports effective programs and student progress.

5-5 Administer and manage the Permanent School Fund for the optimum use and benefit of public school students and public education.

5-6 Adopt efficient and effective financial and business practices.

5-7 Develop a management and financial reporting system that will provide meaningful and timely information at the state, district, and campus levels.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Fund the Foundation School Program at sufficient levels to ensure that all students in all districts receive an adequate education and that students have access to revenues needed for a quality education depending on local tax effort. Use an accountable costs process, *i.e.*, a legal process utilizing an advisory committee, to determine how much it costs to provide an adequate education as well as a quality education.

2. Provide sufficient program funds, equitably distributed, and necessary agency administration support to implement the *Long-Range Plan*.

3. Provide funding for facilities and repayment of bonded indebtedness through a guaranteed yield formula, *i.e.*, a method of supplementing local tax revenues when the local tax base yields an inadequate amount. Provide additional funding for emergency aid and maintain the guaranteed bond program, a program that allows the Permanent School Fund to guarantee school district bonds and thus earn a higher credit rating and lower interest rate than might be possible otherwise.

4. Adjust the basic allotment per pupil in financing programs for special populations or programs using nontraditional instructional arrangements. Make this adjustment by means of funding differentials or weights.

5. Provide financial incentives to encourage implementation of efficient programs that meet students' educational needs. For example, the state might offer a one-time cash payment in return for such efficiencies as consolidating small districts or operating on a year-round calendar.

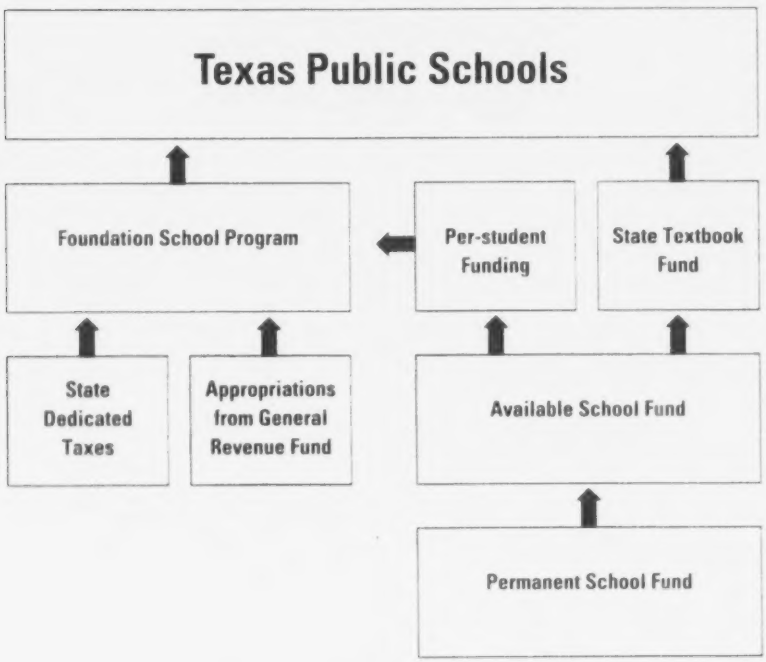
6. Revise funding formulas to provide efficient operation of programs and eliminate financial rewards for inefficiencies due to size or other factors.

7. Ensure the integrity of the Permanent School Fund and continue sound management of its investments.

8. Coordinate funding from federal, state, and local sources to support effective instructional programs.

Districts and Schools Should

1. Focus budgetary allocations on instruction.
2. Coordinate funding from multiple sources fully and effectively to ensure quality instruction.
3. Operate efficient programs that meet students' educational needs.
4. Train personnel responsible for financial accounting so that data will be coded uniformly and accurately.



How State Funds Flow to Texas Public Schools
Schools receive state aid through two routes: the Foundation School Program and the Available School Fund.

The Foundation School Program consists of funds generated by dedicated taxes and appropriated by the legislature from the General Revenue Fund. The Available School Fund provides funds on a per-student basis to offset in part the need for general revenue funds. It also provides funds to purchase textbooks, which are furnished free to students. The Available School Fund consists of earnings from the state's Permanent School Fund, a $7.1 billion trust fund maintained for the benefit of Texas public education.

In addition to receiving funds from the state, schools obtain local funds generated by property taxes as well as funds for special purposes from the federal government.

Parent Responsibility Goal 6

Parents will be full partners in the education of their children.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

6-1 Encourage parental participation in all facets of the school program, including homework.

6-2 Increase interaction between school personnel and parents regarding the performance and development of students.

6-3 Provide educational programs that strengthen parenting skills.

6-4 Coordinate, strengthen, and expand adult literacy programs to help parents provide educational assistance to their children.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Develop a state plan for involving parents in their children's education. The plan will outline activities that include not only supervising homework and attending holiday music programs but also taking part in making decisions about what and how their children learn and how the schools are governed.

2. Coordinate state services for parent training and family literacy. The priority will be on programs that target teen-age parents and those who are least educated, including migrants, bilingual parents, and others whose children are in some way at risk of failing or dropping out of school.

3. Incorporate parent training for teen-age students into the curriculum to prepare them to become competent and effective parents.

4. Encourage employers to provide release time so parents can take part in school activities, such as parent-teacher conferences. Encourage employers to offer supportive programs—for example, information about where to find care for sick children or counseling for family problems.

5. Seek ways to coordinate state programs for early childhood education. A school district, for example, might coordinate its half-day prekindergarten program with a half-day Head Start program, thus providing eligible children a full day of education and social services in one location.

6. Support programs for latchkey children, *i.e.*, child care and after-school enrichment for children who might otherwise be unsupervised while their parents are working.

Districts and Schools Should

1. Encourage parents to work with principals and teachers in setting objectives for their children's education.

2. Encourage parents and other interested members of the community to volunteer in school activities by helping in the library or tutoring children in mathematics, for example.

3. Offer training to appropriate school staff to work with different groups of parents to:
   a. develop and enhance parenting skills, including those needed by school-age parents;
   b. establish home and community environments conducive to learning;
   c. assist children with their learning so they can develop their full mental, physical, and social potential;
   d. take part in planning, implementing, and evaluating educational programs; and
   e. develop leadership skills so parents can better take part in making decisions and advocating what they want for their children's education.

4. Increase communication among parents, teachers, and administrators in all aspects of the educational process and student achievement. Give special attention to communicating with parents in a timely manner and in a way that under-educated or limited-English-speaking parents can understand.

5. Encourage parents who cannot read and write to take part in adult literacy programs.

6. Provide quality extended-day and summer child-care services for latchkey children or help parents obtain these services in the community.

7. Plan activities in which the whole family can take part. For example, the school might plan a drug abuse prevention seminar and schedule some sessions for parents, some sessions for school-age children, and babysitting for preschool children.

Parents Should

1. Believe that each child can learn and convey that expectation to their children.

2. Ensure the safety of infants and preschool children and provide enriching experiences for them.

3. Take responsibility for ensuring that their children attend school, for monitoring their children's progress, for reinforcing study skills and the curriculum, for supervising homework, and for working with teachers and administrators to establish services their children need.

4. Become advocates for children and participate in school-based decision making councils. Serve as leaders in council activity, including setting performance objectives and developing innovative programs.

5. Encourage employers to provide release time so parents can take part in school activities, such as parent-teacher conferences and school meetings.

Parents — A Child's First Teachers

When 19-year-old Luisa enrolled in the Parents as Teachers (PATs) Program in Waco, she felt overwhelmed and unsure as many new mothers do. She shyly welcomed Carmen Rolf, the PATs parent educator, into her home to visit with her and her baby, Carlos. Carmen was warm and friendly and soon made Luisa feel at ease. Luisa watched and listened as Carmen demonstrated some of the learning activities that Luisa could do with her baby.

Parents as Teachers provides practical help for new parents. Trained parent educators work with mothers and fathers in their homes, offering guidance in children's language, social, intellectual, and physical development from birth to age three. According to the PATs philosophy, parents are the first and virtually most important teachers of their children.

As part of her participation in PATs, Luisa checked out toys and educational materials from the parent resource library at Bell's Hill Elementary School. She and her husband attended monthly group meetings at the school, where they visited with other parents, shared experiences, and listened to different guest speakers talk about parenting subjects.

Luisa began to look forward to Carmen's visits each month and practice new skills. After a lesson on positive discipline, Luisa was able to react calmly after the baby broke a treasured vase while crawling to reach a toy. She told Carmen she had become angry at Carlos and began to yell at him. Then she remembered what they had talked about in their lessons together and was able to control herself. She realized that accidents happen and that Carlos was merely following his curiosity, which is typical for children his age.

At the end of the first year, Luisa felt more confident about herself as a parent. She knew how important she was in molding her child's attitudes and abilities. She understood that the first three years of her child's life are critical to his later success in school. Luisa's baby also had an exciting year. Not only did he grow physically, but also he thrived socially and intellectually, showing every sign of being able to continue his delight in learning.

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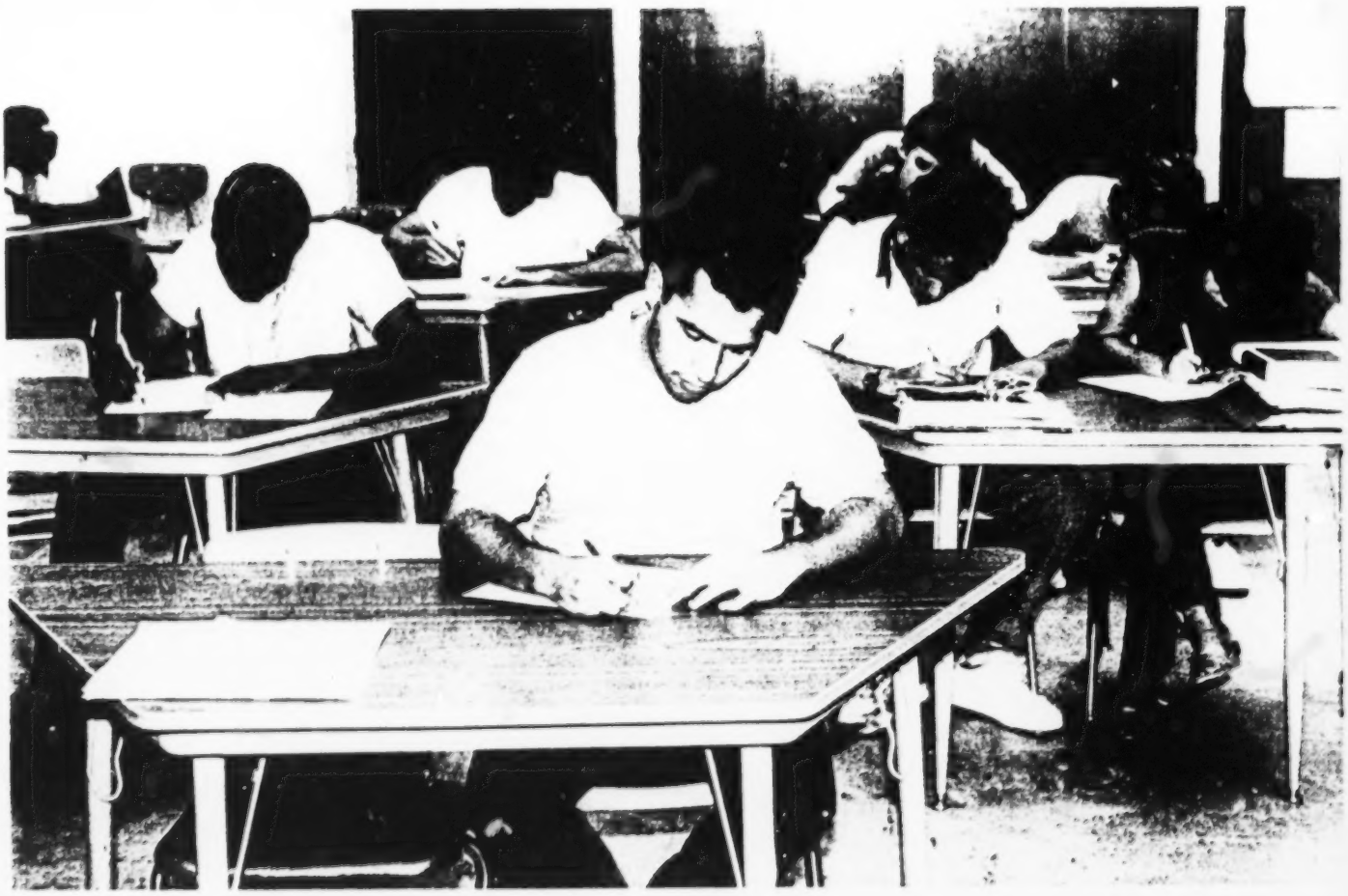

Community and Business Partnerships

Goal 7

Businesses and other members of the community will be partners in the improvement of schools.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

7-1 Seek extensive and varied participation by the private sector in public education.

7-2 Coordinate, strengthen, and increase adequate literacy and secondary education programs for out-of-school youth and adults.

7-3 Encourage the full use of school resources and facilities for community lifelong learning.

7-4 Develop mutually beneficial partnerships between schools and community-based organizations.

7-5 Promote the establishment or expansion of school volunteer programs.

7-6 Increase the public's awareness of the role of public education in the state's economic development.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Encourage schools and businesses to form partnerships to improve education. Encourage other forms of mutual exchange between public education and the private sector through such means as forming a state advisory body and sharing information about effective programs.

2. Develop cooperative educational internship programs for students interested in professional careers such as accounting, medicine, law, and engineering.

3. Develop a state plan for adult and community education. The plan will include provisions for out-of-school youth and adults, requests for adequate state start-up funds, coordination of state and federal funds, use of school facilities, and other measures to improve adult literacy, school completion, and job training.

4. Expand partnerships between schools and community-based organizations by offering financial support, setting up pilot programs, identifying effective programs, and providing staff development.

5. Support school volunteer coordinators at the state and regional levels. Establish formal partnerships with appropriate organizations such as Kiwanis, Rotary, and retired professionals to strengthen the state's capacity to increase school volunteer programs.

6. Develop model programs to encourage persons from business, industry, the professions, community organizations, and the community at large to serve as mentors for students.

7. Research the relationship between labor market and economic trends in the state and their implications for public education.

Districts and Schools Should

1. Expand the use of local, private-sector advisory and planning groups.

2. Involve the private sector in the evaluation of schools.

3. Provide or coordinate community programs for out-of-school youth and adults, including literacy, job training, and other lifelong learning needs. Encourage parents to participate in the programs.

4. Take the initiative for planning and organizing partnerships for community education programs in a variety of areas from computer programming to foreign languages. Allow school facilities to be used for these programs.

5. Establish partnerships with community organizations and business and industry. Organize volunteer programs that involve parents, retired persons, and other community members.

Colleges and Universities Should

1. Establish cooperative relationships with school districts to share expertise and to provide mentorship programs for students. For example, a chemistry professor or college student might "adopt" a high school student interested in chemistry.

2. Expand community college programs for out-of-school youth and adults to improve literacy, job readiness, and parenting skills.

The Private Sector Should

1. Expect school-age employees to stay in school and to meet academic requirements. For example, a fast-food restaurant would refrain from assigning high school employees to the midnight shift so they can study and obtain enough sleep.

2. Form partnerships with public education to engage in regional planning for vocational/technical education.

3. Participate in strategic planning for education at the district level and statewide.

4. Encourage talented students to participate in internships that will enhance their formal learning and help prepare them for a professional career.

5. Support community education programs in a variety of areas ranging from economics and world history to bookkeeping and computer literacy.

6. Allow employees who are parents to participate in school activities by providing release time.

7. Employ students who are enrolled in special education programs. Offer tasks appropriate to their abilities and provide training.

Community Organizations Should

1. Coordinate youth programs with public schools so that students stay in school and raise their academic achievement.

2. Expand programs for out-of-school youth and adults so they can complete their education and make a productive contribution to society.

3. Expand school volunteer and student mentor programs.

4. Support literacy training for under-educated adults.

A Community-Business Partnership Promotes Excellence

When the Greater Longview Organization for Business and Education (GLOBE) was organized in 1989, educators and business people approached each other with uncertainty. The teachers did not want undue interference in the classroom, and business managers feared that the curriculum might not be relevant to industry needs. But after a number of town hall meetings, planning sessions, and joint projects, their attitudes changed.

In one project, Texas Eastman Company sent 15 teachers (three each from five school districts) through training in its Performance Management Program, a program the company has used to motivate employees, reduce absenteeism, and increase productivity. With the coaching and support of a company mid-manager, each teacher began using the program to modify negative behavior in the classroom. Dramatic results occurred. Not only did students' behavior improve, but also the teachers felt they commanded greater respect.

In another project, which involved a review of the high school curriculum, business leaders realized that the school offered a fine curriculum but that students were choosing not to enroll in advanced mathematics and science courses. Project leaders developed a two-fold solution: 1) Business representatives gave presentations to eighth graders, describing graphically how education affects a person's income, and 2) GLOBE began to offer cash incentives to students who enrolled in advanced courses. As a result, eighth graders changed their course choices for high school, and more high school students enrolled in advanced courses.

The partnership has stimulated a number of other projects. For example, the local Texas Employment Commission office has begun to insist that if school-age employees do not attend class or make passing grades, they will lose their jobs. In addition, Stemco, a company that manufactures and ships truck parts, offers release time and paid tuition to parent-employees to enroll in a parenting education program. In projects like these, GLOBE proves that community-school partnerships can make a difference in improving education.

Research, Development, and Evaluation

Goal 8

Instruction and administration will be improved through research that identifies creative and effective methods. Demonstration programs will be developed and local initiatives encouraged for new instructional arrangements and management techniques. Technology will be used to increase the equity, efficiency, and effectiveness of classroom instruction, instructional management, and administration.

LEGISLATIVE GOAL

Instruction and administration will be improved through research that identifies creative and effective methods.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

8-1 Develop and sustain a comprehensive, coordinated plan for statewide educational research.

8-2 Apply research results to improve all facets of public education.

8-3 Institute and maintain a research clearinghouse.

8-4 Develop demonstration programs and encourage local initiatives for new instructional arrangements and management techniques.

8-5 Use technology to increase the equity, efficiency, and effectiveness of classroom instruction, instructional management, and administration.

8-6 Establish systems of multiple measures and indicators in program and campus evaluation.

8-7 Investigate options for parental choice in educational programs and school sites.

7. Implement the *Long-Range Plan for Technology of the Texas State Board of Education*, a 12-year plan for providing hardware, software, and telecommunications capabilities to schools, districts, and Regional Educational Service Centers. Evaluate and revise the plan to ensure equitable district access to electronic equipment and materials, provide training in technology integration, expand telecommunications systems, and encourage research and development.

8. Implement the Academic Excellence Indicators, a set of performance measures that will be used in rating schools.

9. Research the issue of allowing parents to choose which school their child will attend.

Regional Education Service Centers Should

1. Base staff development and technical assistance on research results.

2. Participate in research, development, and evaluation efforts. Share results from the local, regional, and national levels.

3. Support schools and districts in developing innovative programs.

4. Provide technology services to help districts integrate technology into instruction, management and administration, and communications.

Schools and Districts Should

1. Establish educational policies and practices based on research.

2. Develop innovative programs and participate in pilot projects. Seek waivers of existing rules and develop alternatives to standard instructional arrangements and management techniques. Report the results so that other schools can adopt effective practices.

3. Integrate technology throughout instruction and management.

Colleges and Universities Should

1. Incorporate research findings into the preparation of teachers and administrators.

2. Train teachers and administrators in the use of computers, telecommunications, and other advancements so they can use them effectively with students in the schools.

3. Conduct research cooperatively with the state and schools.

4. Share research results and their implications for education with practitioners and policy makers.

Research Points to Critical Role of School Principal

"Hi, Benito," calls out principal Jorge Rodriguez to a five-year-old racing by him to line up for the bus. "When are you going to read to me again?" The child turns, beaming with pride. "Maybe tomorrow."

Rodriguez, principal at Metz Elementary School in Austin, takes a personal interest in all 450 of his students, but especially Benito. When the child started kindergarten earlier in the year, he was continually fighting or causing trouble. On the first referral to the principal's office, Rodriguez spoke to him firmly, but the second time Rodriguez called the child's father. In a conference with Benito's father and teacher, Rodriguez encouraged a positive focus. Whenever Benito behaved appropriately, the school would send home a note praising his progress. In addition, the teacher would send the child to the principal's office not just for misbehavior but also for accomplishments. Since Benito showed advanced reading skills, the teacher frequently sent him to read to the principal, and Rodriguez always found a few minutes to listen. Today, a few weeks later, "Benito is a changed boy," says his teacher, Graciela Ramirez.

Rodriguez understands the importance of children feeling successful in the primary grades. As he tells teachers in weekly staff meetings, "The research says that future dropouts can be identified by second grade. So when a child in kindergarten or first grade has a problem, we have to do something about it."

"Doing something about it" can take many forms. Rodriguez may send a teacher to a child's home to find out why the child has been absent. He may say to a counselor, "That child needs shoes. Let's see about getting a discount card from the shoe store on the corner." He may send a sixth grader to serve as a peer tutor in mathematics for a second grader. He may suggest that a teacher try using the Montessori approach with a first grade child. "He never allows a child to go by the wayside," says Laura Schorr, a third grade teacher.

Such strong campus leadership, according to effective schools research, plays an important role in student achievement. "He believes all children can learn, and he won't let you forget it," says Schorr. "He makes us feel excited about teaching."

Communications Goal 9

Communications among all public education interests will be consistent, timely, and effective.

STATE BOARD OF EDUCATION GOAL

OBJECTIVES

9-1 Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.

9-2 Determine public perceptions of local schools and provide complete and accurate information about developments and achievements in the public school system.

9-3 Establish an effective, integrated telecommunications system.

9-4 Recognize outstanding achievements by students, teachers, administrators, parents, businesses, staff, schools, and school districts.

STEPS TO MEET THE GOALS AND OBJECTIVES

State-level Actions Should

1. Disseminate to the public complete and timely information about educational needs and accomplishments using a variety of means appropriate to each audience, including print, telecommunications, and presentations. Reports include the Academic Excellence Indicator System, annual performance reports, and legislative reports. Annual performance reports will reflect pertinent district characteristics, including size and wealth.

2. Provide timely information on State Board of Education hearings and other actions so the public can respond.

3. Solicit public perceptions of educational issues and quality and report results to the appropriate officials and agencies.

4. Expand telecommunications systems, sites, and use. Steps include:
   a. Establish an information delivery system for exchange of many types of information, including text, images, and sound among the Texas Education Agency, Regional Education Service Centers, districts, schools, and other educational entities. Use the system for instructing students, training teachers, distributing materials, and transmitting data.
   b. Support public access to public education data and promote its effective use. Provide improved software and applications, expand user training and access, and develop standard reports and analyses.

5. Select for recognition schools or districts that display outstanding achievement according to specific criteria, including student performance that exceeds mastery of minimum skills.

Districts and Schools Should

1. Provide complete, accurate, and timely information on local educational progress and needs to parents, taxpayers, and other citizens.

2. Acquire and use telecommunications systems and services.

3. Recognize achievement and contributions by students, teachers, administrators, parents, businesses, and staff according to locally established criteria.

4. Improve communication between local board members and school staff.

Communities Should

1. Stay informed about local educational needs and policies and participate in improving education through such means as discussing issues with school boards, encouraging citizens to vote, and providing health and social services to students and families who need them.

2. Cooperate in developing electronic delivery networks for use by schools, libraries, colleges, community service organizations, and other entities.

Students Use Telecommunications To Study Election

In September 1988 seventh, eighth and ninth grade students in several Texas schools began learning about the upcoming national presidential election. Unlike students in previous years, however, their study involved the use of telecommunications technologies and reached across state borders to classmates in North Carolina and Kentucky. Their learning activities integrated government and history with other curriculum areas such as English and computer literacy. For example, students in one school learned to use word processing software as part of an assignment on writing and editing a political speech and a campaign fundraising letter.

The first week of October, students in each school sent an introductory letter about their state, city, and school to participating schools. They sent the letter on the Texas Education Agency's electronic network, called "TEA-NET." The letters stimulated the recipients to respond with other electronic letters that provided additional information about themselves and their schools. The second week students transmitted research articles about the election. The articles contained facts about past presidential elections, biographical data on the candidates, and information about various related subjects such as the poll tax, women's voting rights, and the electoral college. When the articles arrived, teachers shared them with students and encouraged discussion. The Monday before the election, each school held a mock election. Students sent their results via electronic mail to "election central," where votes were tallied and posted on an electronic bulletin board. The results from the students' election came close to the national results.

The teachers pronounced the project a success. They observed that students became more informed about national issues, gained knowledge about the influence of communications media on elections, demonstrated the use of telecommunications equipment, and felt motivated to improve their word processing and writing skills. Instead of feeling confined to a textbook, students expanded the walls of their classrooms. They became active participants in their own learning about public affairs and their own understanding about the rights and responsibilities of citizenship.

Performance Measures

TO MEASURE PROGRESS toward accomplishing this *Long-Range Plan*, the State Board of Education will look at the results obtained for each objective stated in the nine goals. However, with the emphasis on performance, the board has selected certain items that form a critical yardstick of achievement. Those items appear at right.

After establishing baseline data in 1991, the board will record progress made in each succeeding year. In addition to marking statewide progress, the board asks schools to measure their own performance at the local level.

Academic Excellence Indicators

Results on the Texas Assessment of Academic Skills, in particular:
1. percent of students mastering all tests taken, and
2. percent of students meeting board academic excellence standard

Results on norm-referenced tests

Results on the Texas Academic Skills Program tests, an assessment to determine whether college freshmen have the higher-level reading, writing, and mathematics skills needed to perform college-level work

Results on the Scholastic Aptitude Test (SAT) and American College Test (ACT), in particular:
1. average score,
2. percent of graduating seniors taking the test, and
3. percent of students scoring above 1000 on SAT total and equivalent on ACT

Graduation rate

Enrollment in advanced courses

Student attendance

Dropout rate

Percent of students expected to graduate designated "advanced" or "advanced with honors"

Post-graduate performance in the work place

Quality of educational achievement of ethnic groups within a campus

Goal 1

Achievement of disadvantaged students compared to other students as measured by the Academic Excellence Indicators

Number of districts coordinating or providing needed services, including child care, health care, or other social services

Goal 2

Promotion and retention rates

Number of districts and schools that implement nontraditional programs or request waivers and use alternative programs, including extended school day or year, restructured middle schools, evening programs, and off-campus programs

Rate of drug and alcohol abuse by school-age children

Goal 3

Average teacher salaries

Level of teachers' satisfaction with the working environment

Minority and gender distribution of teachers and administrators

Retention rate of beginning teachers

Number of teachers on permit

Goal 4

Number of schools implementing site-based decision making

Number of high-performing and low-performing districts

Goal 5

Amount of revenues available for an adequate instructional program for all students and for a quality program depending on local tax effort

Percent of equalized revenues in the system

Principal value of the Permanent School Fund and annual rate of income deposited to the Available School Fund

Goal 6

Adult literacy rate in Texas

Number of districts implementing parenting skills or community volunteer programs

Goal 7

Number of districts implementing business partnership programs

Goal 8

Number of districts and schools implementing nontraditional or innovative programs

Goal 9

Rate of use of state telecommunications systems

Public perception of public education

National Goals for Education

THE NATIONAL GOVERNORS' ASSOCIATION (NGA) adopted and President Bush endorsed national goals for education in February 1990. The NGA further developed state strategies to achieve the goals. The national goals are stated below.

By the year 2000, all children in America will start school ready to learn.	**READINESS**
By the year 2000, the high school graduation rate will increase to at least 90 percent.	**SCHOOL COMPLETION**
By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.	**STUDENT ACHIEVEMENT AND CITIZENSHIP**
By the year 2000, U.S. students will be first in the world in mathematics and science achievement.	**MATHEMATICS AND SCIENCE**
By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.	**ADULT LITERACY AND LIFELONG LEARNING**
By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.	**SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS**

How This Plan Was Developed

THE STATE BOARD OF EDUCATION has prepared the *Long-Range Plan* in response to 1) social and economic imperatives and 2) state law, as specified in the Texas Education Code, Section 11.26 (b). The plan expands on the goals for public education established in law, Texas Education Code Section 2.01, and it revises and extends the board's first *Long-Range Plan*, which covered the period 1986-1990.

The plan appears at a time when the entire nation is building a consensus for improving the educational system. Specifically, the nation's governors have adopted, and President Bush has endorsed, a set of national goals for education. Those goals address such issues as school readiness and graduation and, thus, are closely aligned with the goals set for Texas.

In developing the plan, the State Board's Committee on Long-Range Planning has sought the ideas and opinions of parents, business leaders, teachers, administrators, specialists, researchers, policy makers, and others through a series of public hearings in July 1990. The committee has benefitted from the assistance of a 32-member advisory committee, 14 consultants, and representatives of state agencies and professional associations as well as staff of the Texas Education Agency.

In submitting this plan to the legislature, educators, and the people of Texas, the State Board of Education acknowledges that it must measure the progress made toward meeting the goals and objectives. Toward that end, the board has established a variety of performance indicators to assess the education system as a whole. At the same time, however, the board recognizes that many factors affect children's performance, that schools must depend on their communities for support, and that resources must be provided adequately and equitably. After acquiring bench mark data in 1991, the board will assess progress every year.

TEXAS EDUCATION AGENCY STAFF ON THE LONG-RANGE PLAN FOR PUBLIC EDUCATION

Commissioner of Education	Thomas E. Anderson, Jr. Interim Commissioner of Education
Deputy Commissioners	Thomas E. Anderson, Jr. Operations and Services
	Victoria Bergin Curriculum and Professional Development
	Jay Cummings Special Programs
	Lynn M. Moak Research and Development
	Ruben Olivarez Accreditation and School Improvement
Long-Range Plan Staff	Lynn M. Moak Deputy Commissioner for Research and Development
	Marvin Veselka Assistant Commissioner for Assessment
	Cynthia Y. Levinson Long-Range Planner
	Bill Scobie Staff Services Assistant
	Melody Stenis Phillips Administrative Secretary
Core Planning Group	Lynn M. Moak Deputy Commissioner for Research and Development
	Criss Cloudt McCuller Director of Planning Coordination
	Marvin Veselka Assistant Commissioner for Assessment
	Cynthia Y. Levinson Long-Range Planner
	Delia Pompa (Goal 1) Assistant Commissioner for Program Development

Leroy F. Psencik (Goal 2)
Director of General Education

Lynda Haynes (Goal 3)
Director of Teacher Education

Walter E. Jordan-Davis (Goal 4)
Director of the Effective Schools Data Resource Unit of the Division of Accreditation

Madeleine Draeger Manigold (Goal 5)
Assistant Commissioner for Special Programs Funding and Compliance

Julian Shaddix (Goal 5)
Assistant Commissioner for School Administration

Quentin Burnett (Goal 5)
Long-Range Planner for the Division of School Administration

Jay Cummings (Goal 6)
Deputy Commissioner for Special Programs

Tommy Harris (Goal 6)
Director of Chapter 2 Programs for the Division of Compensatory/Bilingual/Migrant Funding and Compliance

Victoria Bergin (Goal 7)
Deputy Commissioner for Curriculum and Professional Development

Robert S. Patterson (Goal 7)
Director of Vocational Education Programs

David Stamman (Goal 8)
Director of Program Evaluation

Gary Haseloff (Goal 9)
Educational Program Director of Educational Technology

COMMISSIONER'S ADVISORY COMMITTEE ON THE LONG-RANGE PLAN FOR PUBLIC EDUCATION

Susan Barnes, Chair
Assistant Dean of the College of Education
Southwest Texas State University

Vickey Bailey
Teacher, Hawkins Independent School District

Alice Brown (Deceased March 8, 1990)
Teacher, Ysleta Independent School District

W.T. Burke
Manager, External Affairs, Southwestern Bell, Dallas

Adelfa Callejo
Attorney, Callejo and Callejo, Dallas

Bill Casselberry
Allen and Allen Insurance, Coleman

Mary Jean George
Educational Relations Chairman, Texas PTA, Port Arthur

Yolanda Gonzales
Teacher, Corpus Christi Independent School District

Guy G. Gorden
Superintendent, Bryan Independent School District

Jose Roberto Juarez
Vice President, Laredo Junior College

Fred Kierstead, Jr.
Director of Futures Program, University of Houston/Clear Lake

E. C. Leslie
Retired Superintendent, Lubbock Independent School District

Rebbie Lewis-McGowen
Adolescent Therapist, Houston

Sharon R. Long
Principal, Union Hill Independent School District

Gasper Mir
Accountant, Mir, Fox and Rodriguez, Houston

John Mitchell
Teacher, Lufkin Independent School District

Alice O'Brien
School Board Member, Amarillo Independent School District

Judy Priest
Teacher, Alief Independent School District

Anna Ramey
Administrative Director, Child Development Division
Scottish Rite Hospital, Dallas

Bernadine Ramirez
Teacher, Harlandale Independent School District

Joan Raymond
Superintendent, Houston Independent School District

Jean Reeves
Legal Administrator, Dallas

Larry Schimkowitsch
Assistant Principal, Beaumont Independent School District

Byron P. Steele
Superintendent, Schertz-Cibolo-Universal City Independent School District

Judy Stevens
Executive Director for Elementary Instruction-II, Spring Branch Independent School District

J. Wayne Stewart
Manager, Corporate Computer Integrated Manufacturing Information Technology Group, Texas Instruments, Plano

Joe Tison
Superintendent, Weatherford Independent School District

Jesse Trevino
Jesse Trevino Insurance Agency, McAllen

Nadine Warren
Teacher, Wichita Falls Independent School District

Lawrence A. (Tony) Wedig
Teacher, Northeast Independent School District

Robert B. Yowell
Retired Principal, Dallas Independent School District

Roberto Zamora
Superintendent, La Joya Independent School District

CONSULTANTS TO THE LONG-RANGE PLAN

The following persons provided expert sessions for the State Board of Education and the Commissioner's Advisory Committee on the Long-Range Plan for Public Education.

Beverly Anderson
Restructuring the Education System
The State Role in Educational Research (November 17, 1989)
Assistant Executive Director
Education Commission of the States
Denver, Colorado

Charles Ballinger
Year-Round Education (November 10, 1989)
Executive Director
National Association of Year-Round Education
Curriculum Coordinator
San Diego County Office of Education
San Diego, California

T. G. R. Bower
Infant Development (October 20, 1989)
Professor
University of Texas
Dallas, Texas

James (Jim) Bradford, Jr.
Year-Round Education (November 10, 1989)
Superintendent
Buena Vista City Schools
Buena Vista, Virginia

Jack D. Foster
Deregulation and Statewide Educational Reform (June 8, 1990)
Secretary of Education and Humanities
Kentucky Governor's Cabinet
Frankfurt, Kentucky

Pascal (Pat) D. Forgione, Jr.
The Roles of a State Agency in Conducting Research (January 12, 1990)
Director of the Division of Research, Evaluation, and Assessment
Connecticut State Department of Education
West Hartford, Connecticut

Kaye Johns
Slower Learners (October 20, 1989)
President
Center for Slower Learners
Dallas, Texas

J. Howard Johnston
Middle Schools (October 12, 1989)
Professor
University of Cincinnati
Cincinnati, Ohio

Sharon Lynn Kagan
Early Childhood Education (March 9, 1990)
Associate Director of the Bush Center in Child Development
Yale University
New Haven, Connecticut

David Kirp
The Role of the State in the Era of Deregulation (November 9, 1990)
Professor
Graduate School of Public Policy and
Lecturer
School of Law
University of California, Berkeley

Rasamma Nyberg
Site-based Management
Saturn Project (November 10, 1989)
Executive Director
Bureau of Professionalization of the Dade County Schools
Miami, Florida

E. A. MacNaughton
Early Childhood and Parenting Education (June 8, 1990)
Psychologist
Houston, Texas

Paul Resta
Educational Technology (October 13, 1989)
Director of the Center for Technology and Education
University of New Mexico
Albuquerque, New Mexico

Rafael Valdivieso
Policy Options for Minority Children (July 13, 1990)
Vice President for Policy and Research
Hispanic Policy Development Project
Washington, D.C.

PUBLIC HEARINGS

Public hearings on *The Future of Public Education* were held at the following locations and dates to solicit public opinion and recommendations on education and to solicit responses to a draft of the *Long-Range Plan:*

Region I Education Service Center
July 16, 1990
Edinburg, Texas

Region IV Education Service Center
July 16, 1990
Houston, Texas

Robert E. Lee High School
July 17, 1990
Tyler, Texas

Region X Education Service Center
July 17, 1990
Richardson, Texas

Region XIII Education Service Center
July 17, 1990
Austin, Texas

Region XIX Education Service Center
July 18, 1990
El Paso, Texas

Region XX Education Service Center
July 19, 1990
San Antonio, Texas

Region XVI Education Service Center
July 19, 1990
Amarillo, Texas

Region XVIII Education Service Center
July 20, 1990
Midland, Texas

PROFESSIONAL AND OTHER ASSOCIATIONS AND STATE AGENCIES

Representatives of the following organizations reviewed and provided commentary on the *Long-Range Plan:*

Association of Texas Professional Educators
Doug Rogers, Executive Director

Commissioner's Advisory Council on Regional Services

Inter-Agency Coordinating Council

Texas Association of Community Schools
Joe Seale, Executive Director

Texas Association of School Boards
Orbry Holden, Executive Director
Kerry Horn, Assistant Director of Governmental Relations

Texas Association for the Gifted and Talented
Connie McLendon, Executive Director

Texas Classroom Teachers Association
Jeri Stone, Executive Director

Texas Council of Administrators for Special Education
Dennis Scott, President Elect

Texas Elementary Principals and Supervisors Association
Brad Duggan, Executive Director

Texas PTA
Rexine Howell, Legislative Action Chairman

Texas Federation of Teachers, AFT/AFL-CIO
John Cole, President

Texas Higher Education Coordinating Board
Bill Sanford, Assistant Commissioner, Division of University and Health Affairs
David W. Gardner, Director of Planning

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494

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March 1991

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